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Bachelor of Education – The Early Years

2019



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BACHELOR OF EDUCATION - THE EARLY YEARS

PROFESSIONAL EXPERIENCE HANDBOOK 2019

Disclaimer: Details within this document are correct at the time of publication but may be subject to change.



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Contact Details

Professional Experience Unit	Tel: 02 4239 2380 Fax: 02 4221 3891 Email: pex-enquiries@uow.edu.au
Academic Program Director Dr Cathrine Neilsen-Hewett	Tel: 02 4221 5543 Email: apd-ey@uow.edu.au
PEX Coordinator Karen Tonge	Tel: 02 4221 4951 Email: ktonge@uow.edu.au

Sonia

WHAT IS SONIA?

The School of Education uses the online student placement system Sonia to manage professional experience placements. Primarily Sonia is used to:

- Maintain a database of Students, placement venues (e.g. Centres) and contacts within the venues
- provide Sonia Online access to Students, placement venues and contacts
- communicate with Students, placement venues and contacts via email
- administer professional experience placements

WHAT IS SONIA ONLINE?

Sonia Online is where Students, venue contacts (Supervisors, Directors and Coordinators) and University Advisors log in to access professional experience placement details, documents and resources and complete administrative tasks such as submitting reports and forms.

The Professional Experience (PEX) Unit will set individuals up with Sonia Online accounts as required. If you believe your Sonia Online access has been overlooked or you have difficulty with access please contact the PEX Unit.



Information for Centre Directors and Coordinators

HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

CONTACT DETAILS AND SONIA ONLINE ACCESS

- If there is a change of Director or Coordinator at your Centre or Service please contact us via phone or email
- We will use your nominated email address to set you up with a Sonia Online account and to communicate with you
- When you are set up with a Sonia Online account you will receive an email with a *Quick Start Guide for Placement Providers* attached

PLACEMENT REQUESTS AND ALLOCATION

Placement requests are sent in October of the preceding year and followed up in the new-year. You will receive an email from us letting you know of any news for the upcoming year and inviting you to log in to Sonia to view the placement requests.

- **Log in** to Sonia to view the placement requests and nominate which ones you would like to confirm. The *Quick Start Guide for Placement Providers* will show you how
- **Supervisors** need to be linked to their Students in Sonia. If you know at the time of confirming a placement please provide the Supervisor name. The *Quick Start Guide for Placement Providers* will show you how
- **Placement Shortages** can occur. The PEX Unit may contact you throughout the year to request additional placements
- **Allocation of Students** usually occurs approximately 8 weeks before the commencement of a placement. When allocation occurs you will receive an automated email asking you to **log in** to Sonia to view the allocation details. The Student will contact you to introduce themselves, talk about their first day and negotiate start and finish times

DURING PLACEMENT

- **The University of Wollongong Code of Practice-Student Professional Experience** sets out what is expected from Students, the University and Placement Providers: <http://www.uow.edu.au/about/policy/UOW058662.html>. Students are also required to comply with any code of conduct relevant to your organisation
- **The nominated Professional Experience Supervisor** must be a fully qualified early childhood trained teacher with the necessary skills and expertise to assess and mentor student teachers on professional experience placement. Other educators may provide additional support and guidance as required, but are not responsible to assessing the student teacher against the Early Years Professional Experience Outcomes and Performance Indicators and, completing and signing off on professional experience reports
- **Timesheets** will be approved by the Professional Experience Supervisor in Sonia. You can only view the timesheets if you are not the actual professional experience Supervisor. If you want to have access to approve them please contact us
- **Resources** and forms for the placement can be accessed by you, the professional experience Supervisor and the Student by logging in to Sonia
- **Support** will be provided to the Centre or Service and the Student by a **University Advisor**. They will be in touch via phone or email but you can find their details by logging into Sonia
- **Unsatisfactory Progress Remediation Procedure** is for Students who are not meeting teaching and/or professional conduct expectations. It is vital that the program is implemented in a timely manner so please refer to the *Unsatisfactory Progress Remediation Procedure* and make sure you and the professional experience Supervisor are familiar with the process
- **Reports** will be completed electronically in Sonia by the Supervisor



Information for Professional Experience Supervisors

HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

PROFESSIONAL EXPERIENCE SUPERVISOR QUALIFICATION REQUIREMENTS

- **The nominated Professional Experience Supervisor** must be a fully qualified early childhood trained teacher with the necessary skills and expertise to assess and mentor student teachers on Professional Experience placement. Other educators may provide additional support and guidance as required, but are not responsible to assessing the student teacher against the Early Years Professional Experience Outcomes and Performance Indicators and, completing and signing off on Professional Experience reports

SONIA ONLINE ACCESS

- To access placement information and resources you will need Sonia Online access
- You will receive an email shortly before commencement or on the first day of the placement with instructions and a *Quick Start Guide for Supervisors* explaining how to log in to Sonia
- We will 'link' you to your Student so that you can see their placement details and resources when you log in
- If you have an existing Sonia account please use those log in details

RESOURCES AND SUPPORT

Resources and forms for the placement can be accessed by you, the Student and the Director or Coordinator by logging into Sonia. You must access and use the following available resources to fulfil your obligations for the Professional Experience:

- **Professional Experience Handbook**
- **Australian Professional Standards for Teachers – Evidence Guide for Graduate Level**
- **Supervising Teacher Daily Feedback on Performance**- Provide written or verbal feedback to the student each day. Written feedback may be completed in the Daily feedback template provided. Feedback must be provided to the student, and if appropriate, copies provided to them.
- **Student Daily Self-Reflection** - Students complete a Student Daily Self-Reflection template on a daily basis and discuss their reflection with you
- **Progress Report** - Complete this form at the end of Week 2 (10 days) and discuss with the student. An electronic copy of this form is to be formally submitted via Sonia.

Support is provided to you by the following people:

- **Director or Coordinator**- a support person in the Centre or Service environment
- **University Advisor**- they will be in touch via phone or email but you can find their details by logging into Sonia
- **Community Links Coordinator**- details are found under *Contact Details* on page 3

Unsatisfactory Progress Remediation Procedure is for Students who are not meeting teaching and/or professional conduct expectations.

To identify unsatisfactory progress refer to the following:

- The relevant Code of Conduct/s (refer to Information for Director or Coordinators)
- Australian Professional Standards for Teachers
- Professional Experience program requirements- outlined in the Professional Experience Handbook
- Completed Daily Feedback on Performance templates
- Progress Report

It is vital that the Unsatisfactory Progress Remediation Procedure is used in a timely manner so please refer to the *Unsatisfactory Progress Remediation Procedure* pages 12-14 (available on Sonia by entering the Placement Group and following the 'Documents & Links' tab or contact the PEX Unit) if you have identified unsatisfactory progress. Implementing the procedure is the best way to support your Student.

ATTENDANCE AND TIMESHEETS

- Please refer to *Information for Students, Attendance and Timesheets* for details on the requirements of your Student
- You will need to approve your Student's timesheet entries in Sonia. Please refer to the *Quick Start Guide for Supervisors* for detailed instructions



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PROFESSIONAL EXPERIENCE REPORTS AND ELECTRONIC FORMS

Student Reports - will need to be completed electronically in Sonia. Refer to the *Quick Start Guide for Supervisors* to:

1. Log in to Sonia to access the *Progress Report* and the *Final Report*
2. Complete and submit the reports electronically by the due date
3. Inform the Student when the reports have been submitted so they may log into their own Sonia account to read the contents and submit their section.

Electronic Forms- You may need to complete additional electronic forms in Sonia (Illness/Misadventure/Special Leave or Unsatisfactory Progress Remediation Procedure Phase 1). Please refer to the *Quick Start Guide for Supervisors* for instructions.

PAYMENT

- Supervisor: \$30.00 per Student per day (excluding Public Holidays that fall within the placement)

Note: These are the rates for 2019 and may be updated in future.

Payment documentation and claiming procedures will be provided via Sonia.



Information for Students

HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

PROFESSIONAL CONDUCT

- **The University of Wollongong Code of Practice-Student Professional Experience** sets out what is expected from Students, the University and Placement Providers: <http://www.uow.edu.au/about/policy/UOW058662.html>
You are also required to comply with any other Code of Conduct relevant to the Centre or Service you are placed. As a result of extenuating circumstances or professional misconduct you may be asked by the Centre or Service or the University of Wollongong to leave the Centre or Service, terminating the professional experience.

ENROLMENT AND PLACEMENT OPTIONS

Enrol in your professional experience subjects as early as possible. Placement information will be emailed to you via Sonia and you must be enrolled to be included on the mailing list.

Method of Allocation- Final year students will be eligible to nominate preferences from a list of available placements. All other students will be allocated based on their Session Address in SOLS. Make sure your session address is current.

Out of Area Professional Experience Placements - You may be eligible to apply for an out of area professional experience in a rural or regional area. The PEX Unit will email you information if you are eligible to apply.

- Your application will be assessed on your previous professional experience reports and academic record
- The PEX Unit will negotiate your placement with the nominated Centre or Service
- A University Advisor will not visit you on an Out of Area placement
- Travel and accommodation costs must be covered by the student

Variation to Professional Experience

- You are expected to complete your professional experience as scheduled by the School of Education Planner (<http://socialsciences.uow.edu.au/education/current-students/experience/index.html>)
- The Director of Academic Studies may consider a variation to professional experience in extenuating circumstances. Contact your Director of Academic studies to discuss a variation

MANDATORY STUDENT CHECKS

You must undergo regular mandatory checks to be eligible to undertake professional experience. Required documentation is as follows:

- Professional Experience and Internship Placement Acknowledgement Form Bachelor of Education 2019 – The Early Years
- NSW Working With Children Check - (Under recent legislative changes around the WWCC that impact all people who work with children in both paid and voluntary roles, there is a requirement for people to keep their personal details up to date or risk a penalty)
- PEX Online Orientation 2019 – via e-Learning tab (Moodle)

Instructions for completing these mandatory checks and the frequency at which they must be updated can be found in Sonia. Mandatory check requirements may be subject to change and additional mandatory checks may be introduced by the School of Education.

ALLOCATION

The PEX Unit will endeavour to allocate you 4 weeks prior to the commencement of placement. It is not uncommon for allocations to be made in the week prior to commencement.

Notification of Allocation - you will be emailed an official notification of your placement and you will be asked to:

1. Log in to Sonia to access placement details
2. Contact your allocated Centre or Services on the specified date

Placement Conflict of Interest - you are not permitted to undertake professional experience at a Centre or Service where you:

- Are employed
- Have relatives (partner, child, parent or other close relative) employed
- Have relatives (partner, child, parent or other close relative) enrolled

It is your responsibility to notify the PEX Unit immediately if you are placed in a Centre or Service that breaches this policy.

Name Badges - You will be issued with name badges before your first placement. If you lose your badge you must replace it. Contact: New Millennium Trophies and Gifts, 92 Auburn Street Wollongong | T: 02 4225 3717



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RESOURCES AND SUPPORT

Resources and forms for the placement can be accessed by you, the Professional Experience Supervisor and the Centre Director or Coordinator by logging in to Sonia. You must access and use the available resources to fulfil your obligations for the professional experience.

The following documentation can be accessed by logging into Sonia:

- **Professional Experience Handbook**
- **Australian Professional Standards for Teachers – Evidence Guide for Graduate Level**
- **Supervising Teacher Daily Feedback on Performance** - your Professional Experience Supervisor will provide daily feedback, written or verbal, based on the Daily Feedback on Performance template. This feedback will be discussed with yourself. You should keep all feedback to use for self-reflection and future development
- **Student Daily Self-Reflection** - you should complete a Student Daily Self-Reflection Template on a daily basis to support your professional dialogue with your professional experience Supervisor
- **Progress Report** - your Professional Experience Supervisor will complete this form at the end of Week 2 (10 days) and discuss it with you. This will need to be submitted formally via Sonia.

Support is provided to you by the following people:

- **Professional Experience Supervisor** - your primary support person
- **Director or Coordinator** - a secondary support person in the Centre or Service environment
- **University Advisor** - they will be in touch via phone or email but you can find their details by logging into Sonia
- **Community Links Coordinator** - details are found under *Contact Details* on page 3

Unsatisfactory Progress Remediation Procedure will be implemented if you are not meeting teaching and/or professional conduct expectations.

Your Professional Experience Supervisor and University Advisor will meet with you to explain the program procedures and policies if you are placed on the procedure. It is important that you make yourself familiar with the *Unsatisfactory Progress Remediation Procedure*. If you have any questions do not hesitate to contact your designated support people.

ATTENDANCE AND TIMESHEETS

You must meet the attendance requirements of your professional experience to pass the subject. You are required to:

- Arrive 15 minutes prior to the start of the Centre or Service day/shift and be available for meetings after Centre or Service closure
- Attend all allocated professional experience days and be present for the whole day unless granted permission by your Director or Coordinator. A whole day is equivalent to 7 – 8 hours, or a full 7 – 8 hour shift
- Make-up any days missed to illness/misadventure/special leave by attending the next available day of centre operation

Timesheets

- Record your attendance using the Timesheet function in Sonia. Log into Sonia for detailed instructions
- Your Professional Experience Supervisor will log in to Sonia to approve your timesheets
- You must have the required number of days entered and approved in Sonia for your Professional Experience Reports to be valid

Illness/Misadventure/Special Leave Procedure

1. Telephone and email the Director or Coordinator and/or professional experience Supervisor as soon as possible
2. Record an Illness/Misadventure entry in their Sonia Timesheet and request the entry be approved by your professional experience Supervisor
3. Negotiate with your professional experience Supervisor to make up all absences
4. Complete and submit an *Illness/Misadventure/Special Leave Form* (found under Forms in Sonia) and ask your professional experience Supervisor to complete and submit their designated section of the form

Notes: Absences cannot be made up during study weeks or when lectures or tutorials are scheduled. A medical certificate is required for absences of two or more days and should be attached as a document in Sonia.

Other - you are **not required to make-up professional experience days missed to Public Holidays** as preparation completed prior to the professional experience (7-8 hours) is recognised in lieu of the Public Holiday. If any of the following occur during your professional experience, please contact the PEX Unit for direction:

- Injury on Placement
- Industrial Action
- Jury Duty

Note: If you require surgery during your professional experience placement a medical clearance certificate will be required before continuing with your placement.



PROFESSIONAL EXPERIENCE REPORTS

Report requirements for each professional experience program are set out in the relevant sections of this handbook. You must:

1. Help your Professional Experience Supervisor to access their Sonia account and locate your report templates
2. Log in via Sonia to view your reports once they are written and submitted by your Professional Experience Supervisor
3. Complete and submit your designated section of the reports
4. Make sure all your Timesheet entries are submitted and approved by your Professional Experience Supervisor
5. Keep a digital or hard copy of all your professional experience reports for later use



Information for University Advisors

HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

SONIA ONLINE ACCESS

- You will access Sonia Online using your UOW username and password. If you are a new University Advisor and are unsure of your log in details please contact the Help Desk
- **To log in** refer to the *Quick Start Guide for University Advisors*
- If a Professional Experience Supervisor or Director or Coordinator has trouble accessing Sonia ask them to contact the Help Desk

ALLOCATION AND PLACEMENT INFORMATION

The PEX Unit may allocate you to Centres or Services hosting Students for a variety of Early Years professional experiences.

The professional experience requirements for each program are detailed in the relevant sections of this handbook.

- You will receive an email notification when you have been allocated. Log in to Sonia to check the details
- Refer to the *Quick Start Guide for University Advisors* for details on how to use Sonia
- Make contact with your Students and Director or Coordinators early. Discuss the level of support you will provide

RESOURCES AND SUPPORT

Resources for the placement can be accessed by you, the professional experience Supervisor, the Director or Coordinator and the Student by logging in to Sonia. Available resources include:

- **Professional Experience Handbook**
- **Australian Professional Standards for Teachers – Evidence Guide for Graduate Level**
- **Supervising Teacher Daily Feedback on Performance** - Provide written or verbal feedback to the student each day. Written feedback may be completed in the Supervising teacher Daily Feedback on performance template provided. Feedback must be provided to the student, and if appropriate copies provided to them.
- **Student Daily Self-Reflection** - Students will complete a Student Daily Self-Reflection template on a daily basis to support their professional dialogue with their professional experience Supervisor.
- **Progress Report** - refer to Information for professional experience Supervisors for usage requirements.

Support is available to you:

- **Professional Experience Unit Help Desk** - for Sonia and administrative enquiries
- **Professional Experience Coordinator** - For placement details and administrative enquiries (refer to Contact Details pg3)
- **Community Links Coordinator** - For assistance with Students and/or professional experience Supervisors who may need extra support (refer to Contact Details pg3)

UNSATISFACTORY REMEDIATION PROCEDURE

Unsatisfactory Progress Remediation Procedure is for Students who are not meeting teaching and/or professional conduct expectations. To identify unsatisfactory progress the professional experience Supervisor and/or the Director or Coordinator will refer to the following:

- The relevant Code of Conduct/s (refer to Information for Director or Coordinators)
- Early Years Outcomes and Performance Indicators
- Program requirements- outlined in the Professional Experience Handbook
- Completed Daily Feedback on Performance templates
- Progress Report

It is vital that the Unsatisfactory Progress Remediation Procedure is used in a timely manner so if concerns about a Student are brought to your attention please refer to the *Unsatisfactory Progress Remediation Procedure* (pages 12-14). Implementing the procedure is the best way to support the Centre or Service and the Student.



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Forms

Part of the *Unsatisfactory Progress Remediation Procedure* will involve filling out electronic forms in Sonia. These forms must be completed by you, the Professional Experience Supervisor and the Student using your respective Sonia logins. If there is any Sonia access issues contact the Help Desk as a priority.

It is advisable to confirm log in procedures with the PEX Unit before attending a Centre or Service for a remediation meeting.



Unsatisfactory Progress Remediation Procedure

This procedure is to be implemented by the Supervising Teacher in consultation with the University of Wollongong University Advisor and PEX Liaison and Relationship Manager when a Student is making unsatisfactory progress and is at risk of not meeting the requirements of the professional experience and/or professional conduct expectations.

It is vital that these notifications are used a timely manner if there are concerns about a Student. Implementing the procedure is the best way to support the school and the Student.

Forms

Part of the Unsatisfactory Progress Remediation Procedure will involve filling out electronic forms in Sonia. These forms must be completed by the Supervising Teacher, the University Advisor and the Student via Sonia login.

IDENTIFYING UNSATISFACTORY PROGRESS

The following documentation will assist to determine if a Student is not making satisfactory progress:

- The University of Wollongong Code of Practice - Student Professional Experience
- Other relevant Code of Conduct/s
- The placement requirements outlined in the Professional Experience Handbook
- Australian Professional Standards for Teachers - Evidence Guide for Graduate Level
- Lesson Plans/documentation submitted by the Student
- Feedback Templates; Supervising Teacher feedback

PROCESS FOR IMPLEMENTING NOTIFICATION 1

Early notification is critical so as to:

- Clearly articulate the areas of concern and provide additional support
- Give the Student sufficient opportunity to improve and respond to feedback

The Supervising Teacher will initiate the Notification:

1. **Gather documentation** to support the implementation of the Notification 1
2. **Inform** the University, the Centre Director/Coordinator and the Student
3. **Arrange** a meeting attended by the Supervising Teacher, Student and the University Advisor or centre Director/Coordinator

At the meeting:

- **Discuss** areas of concern with specific reference to the supporting documentation
- **Remind** the Student of the various types of support available to them
- **Complete** the Early Years Unsatisfactory Progress Notification 1 form in Sonia online, recording **specific criteria** that the Student will need to meet to be deemed as making satisfactory progress. Professional conduct criteria should be met immediately and maintained. Teaching concerns must be met within a negotiated timeframe
- 4. **Following notification** continue to monitor the Student's progress

INFORMATION FOR STUDENTS

- **Know the areas of concern** and the expectations required of you to meet and maintain the criteria in the designated timeframe
- **Action** the Early Years Unsatisfactory Progress Notification 1 form in your Sonia account
- **Liaise with your Supervising Teacher** to address the areas of concern
- **Seek additional support and advice**



INFORMATION FOR UNIVERSITY ADVISORS

- Ensure procedures are followed and appropriately documented
- Ensure the Early Years Unsatisfactory Progress Notification 1 form is actioned through Sonia by all parties
- Notify the PEX Unit and relevant Academic Program Director of the Notification 1 implementation
- Follow up with the Supervising Teacher and Student and if necessary, assist with the implementation of Early Years Unsatisfactory Progress Notification 2 or Final Notification

OUTCOMES FROM NOTIFICATION 1

The table below outlines the action required if the criteria outlined in Notification 1 are not met and maintained in the specified timeframe:

Scenario	Action
Scheduled placement days complete	Unsatisfactory report issued
Scheduled placement days incomplete	Notification 2 issued
Placement terminated under Code of Practice (see note)	Final Notification issued

Note: University of Wollongong Code of Practice - Student Professional Experience states: "There may be circumstances in which the Faculty or the Host Organisation, in consultation with the Faculty, determines that it is unable to continue a student professional experience owing to the student's performance." This will result in an early termination and an unsuccessful professional experience.

PROCESS FOR IMPLEMENTING NOTIFICATION 2

The Supervising Teacher will initiate the Notification 2 by:

1. **Gathering supporting documentation** as per the Notification 1 procedure
2. **Inform** the University, the Centre Director/Coordinator and the Student
3. **Contact** the PEX Unit and request a Notification 2 and Final Notification form be provided in Sonia
4. **Arrange a meeting** attended by the Supervising Teacher, Student and University Advisor/Professional Experience Liaison and Relationship Manager. Follow the same procedures that were undertaken in the Notification 1 meeting, including the completion of the Notification 2 form.
5. **Following notification** continue to monitor the Student's progress

INFORMATION FOR STUDENTS

- **Know the areas of concern** and the expectations required of you to meet and maintain the criteria in the designated timeframe
- **Action** the Notification 2 form in your Sonia account
- **Liaise with your Supervising Teacher** to address the areas of concern
- **Seek additional support and advice**

INFORMATION FOR UNIVERSITY ADVISORS

- Ensure the above procedures are followed and appropriately documented
- Ensure the Notification 2 Form is actioned through Sonia by all parties
- Notify the PEX Unit, Professional Experience Liaison and Relationship Manager and the Academic Program Director of the Notification 2 implementation
- Follow up with the Supervising Teacher and Student
- If necessary assist to implement a Final Notification



OUTCOMES FROM NOTIFICATION 2

The table below outlines the action required if the criteria outlined in Notification 2 **are not met and maintained** in the specified timeframe

Scenario	Action
Scheduled placement days completed	Unsatisfactory report issued
Scheduled placement days incomplete	Final notification issued and placement terminated

PROCESS FOR IMPLEMENTING A FINAL NOTIFICATION

Final Notification should be implemented when:

- The Student has not fulfilled the Notification 2 criteria within the specified timeframe or
- The Student's conduct or teaching performance is detrimental to student welfare and/or their learning
- The Student who is placed on a Final Notification **has not satisfied** (failed) the requirements of the professional experience.

INFORMATION FOR SUPERVISING TEACHERS AND UNIVERSITY ADVISORS

The Final Notification should be initiated by the Centre Director/Coordinator in conjunction with the Professional Experience Liaison and Relationship Manager or university appointed Academic. Ensure that all parties are aware of the Final Notification implementation, including the Student.

1. **Gather documentation** as per the Notification 1 procedure. There should be clear evidence supporting the determination of an unsuccessful professional experience.
2. **Arrange a meeting** attended by the Supervising Teacher, the university representative, the Student and if applicable the Centre Director/Coordinator.
3. **At the meeting**
 - The university representative will facilitate the proceedings
 - Discuss with specific reference to the supporting documentation how the Student has not met the requirements of the professional experience
 - University representative to inform the Student of the various types of support available to them after the completion of the professional experience
 - Complete the Final Notification

INFORMATION FOR STUDENT

When your Professional Experience has been terminated or you have received an Unsatisfactory Australian Professional Standards for Teachers Professional Experience Report you are required to make an appointment with the Head of Students and/or the Academic Program Director to discuss the outcome of the PEX. This meeting will determine implications on course progression and strategies to prepare you for future PEX. You will be required to complete a support module prior to being placed in a school to repeat the failed PEX.

PROFESSIONAL EXPERIENCE SUPPORT MODULE

In the unfortunate event that you are found to be unsatisfactory during the placement, you will be required to complete a *Professional Experience Support Module* before attending your next PEX placement. The module aims to address key components of PEX based on Australian Professional Standards for Teachers. This PEX Support Module is a priority if you wish to attend your next placement and it is your responsibility to ensure you are available to participate.



Professional Experience 1 – PEX 1

Observing Children

Professional Experience Dates	<p>One Immersion day per week for 5 weeks during Spring session 2019, commencing Week 4.</p> <p>Three-week block: 28 October to 15 November 2019</p> <p>Placement is in an Early Childhood Education and Care Centre (preschool or long day care) with children aged between 2 and 5 years.</p>
Required Number of Days	A preliminary meeting and preparation visit + 5 Immersion days + 15 days block
Subject Number	EYPD102
Reporting Requirements	<p>Completion of 5 Immersion days and 1 week (progress total 10 days): <i>Weekly Feedback on Performance Report</i> - An electronic copy of this template is to be formally submitted in Sonia.</p> <p>Completion of 5 Immersion days and 3 weeks (completed total 20 days): <i>Final Report</i> - An electronic copy of this template is to be formally submitted in Sonia.</p>
Focus	The focus of the placement is around perceptive observations of children and the role of these in understanding children's development and insightful assessment of moments in time.
Preparation	<p>The Student will make contact with the Supervising Early Education Teacher once placement has been confirmed by the PEX Unit to arrange a suitable time for a preliminary visit and meeting, which will occur prior to the commencement of professional experience - 5 Immersion days.</p> <p>During this meeting, a brief introduction to the service and professional experience will occur, including discussing shared expectations, arranging shift times and highlighting the professional responsibilities of the Student in the service.</p> <p>It is expected that during this preparation, Students will collect information and begin creating a Situational Analysis of their ECEC. This information is valuable for Students to gain a detailed understanding of their ECEC setting and curriculum prior to commencement of professional experience Immersion days.</p> <p>Focus Child – The Service Director, Supervising Early Education Teacher and the Student will agree on the identification of a Focus Child. This child must attend at least three days per week. The Student will leave information and a 'permission to observe' form to be delivered to the focus child's parent/s, so these can be discussed as soon as day 1 of the professional experience Immersion days commence and observations can begin as soon as possible.</p>
Responsibility of the Supervising Early Education Teacher	<p>The Supervising Early Education Teacher, (as well as educators in the ECEC) will support and guide the Student in all aspects of professional experience. <u>The Supervising Early Education Teacher is a fully qualified early childhood trained teacher</u> who will act as a professional role model for the Student and assist the Student to develop confidence and extend their knowledge and skills</p> <p>Daily feedback, written or verbal, based on the Daily Feedback on Performance template will be provided by the Supervising Early Education Teacher to the student. Additional time is to be scheduled on a regular basis for professional discussion on the Student's development as an Early Education Teacher.</p> <ul style="list-style-type: none"> • A Supervising Teacher Daily Feedback on Performance template (written or verbal) is to be completed daily • A Progress Report is to be completed at the end of Week 2 (10 days) via Sonia. • A Final Report is to be completed in Week 4 – see Reporting Requirements. <p>Refer to: <i>Australian Professional Standards for Teachers</i></p>
Outcomes	<p>Professional Knowledge</p> <p>Standard 1: Know children and how they learn.</p> <p>Standard 2: Know the content and how to teach it.</p> <p>Professional Practice</p> <p>Standard 3: Plan for and implement effective teaching and learning.</p> <p>Standard 4: Create and maintain supportive and safe learning environments.</p> <p>Standard 5: Assess, provide feedback and report on children's learning.</p>



	<p>Professional Engagement</p> <p>Standard 6: Engage in professional learning,</p> <p>Standard 7: Engage professionally with colleagues, parents/carers and the community.</p>
Performance Requirements of the Student	<p>Situational Analysis</p> <p>A Situational Analysis of the service is to be compiled which will allow the Student to get to know the centre. Information about the local community and families, the setting, program foundations and style, relevant policies and procedures, centre routines and other unique characteristics of the centre is to be included.</p> <p>* This will be submitted and marked as part of the coursework for EYPD102. The Situational Analysis must continue to be developed throughout the duration of the professional experience in consultation with the Supervising Early Education Teacher.</p> <p>Refer to: '<i>Situational Analysis Expectations</i>' located in Moodle and Arthur, Beecher, Death, Dockett & Farmer, 2015, Chapter 6, pp 179-204.</p> <p>Child Portfolio</p> <p>A collection of information and documentation that demonstrates the focus child's learning and development is to be prepared by the Student over the duration of the professional experience. It will include the required observations, reflections and interpretations.</p> <p>The Child Portfolio is to reflect the level of professional experience the Student is undertaking, be professionally presented, and include a variety of documentation styles.</p> <p>It is to be developed in collaboration and consultation with the Supervising Early Education Teacher.</p> <p>Teaching Portfolio</p> <p>Students are expected to keep copies of all Observations, reflections and interpretations. These are to be used for later reflection and preparation for subsequent professional experiences. The Situational Analysis will also be included in this portfolio.</p> <p>Self-Reflections</p> <p>Students must complete the <i>Student Daily Self-Reflection Template</i> daily and it is to be signed off by the Student and Supervising Early Education Teacher. This must demonstrate links between personal experiences, analysis and professional development.</p> <p>Students must also view, discuss and sign the <i>Supervising Teacher Daily Feedback on Performance</i> template completed by the Supervising Early Education Teacher.</p> <p>The Student must meet all weekly requirements, as specified throughout the following document.</p>
University Advisor	<p>A University Advisor will be allocated to each service. Liaison will be by phone, email and/or service visit. The University Advisor will establish good communication between the Service Director, Supervising Early Education Teacher and the Early Years Student so as to understand and support the Student's development.</p>
Immersion Days Days 1 - 5	<p>Introduction</p> <p>It is expected that during the Immersion days, the Supervising Early Education Teacher and Student will clarify their respective expectations of the Professional Experience.</p> <p>A weekly meeting time is to be established for the Supervising Early Education Teacher to meet with the Student throughout the placement.</p> <p>Situational Analysis</p> <p>By the end of the 5 Immersion days, a detailed Situational Analysis of the ECEC is to be completed, and accessible in the Student's Teaching Portfolio. This will be submitted as an assessment task for EYPD102.</p> <p>A copy is to be reviewed by the Supervising Early Education Teacher at the start of the block placement.</p> <p>Observations</p> <p>Students will have selected a focus child with guidance and approval from the Supervising Early Education Teacher during the preparation meeting prior to commencing the 5 Immersion days. This child must attend at least three days per week.</p> <p>Parent Permission/Consent forms or a 'permission to observe' form must be completed, and parents will be encouraged to contribute information about their child to assist the Student's understanding. Students are required to take responsibility for this contact, in consultation with their Supervising Early Education Teacher.</p>



	<p>From day 1 of the Immersion days, Students will begin the initial five required observations on the focus child and collect information for the Child Portfolio.</p> <p>At least five formal observations, with reflection and interpretation, must be completed by the end of the 5 Immersion days. A variety of observation styles are to be utilised, as discussed throughout the subject.</p> <p>Professional discussions between the Supervising Early Education Teacher and the Student will focus on observations recorded, reflections on children's learning and meaningful assessment. In particular, the Student will demonstrate an understanding of observations as fundamental for identifying and planning for children's learning. These professional discussions will highlight the critical importance of detailed observations, further develop observation skills, as well as the ability to reflect on children's learning and opportunities for this learning to occur.</p> <p>Child Portfolio</p> <p>Additional to the required five observations per week, the Student will collect background information on this child and their context, including information relating to his/her family and community. A discussion with the Supervising Early Education Teacher will occur to gain additional information about the child. During the 5 Immersion days, Students will work to establish a positive relationship with the child and his/her family.</p> <p>Documentation included in the portfolio demonstrates knowledge and understanding of the child.</p> <p>Teaching Expectations</p> <p>The Student will engage in meaningful interactions with all children during the 5 Immersion days. These interactions may be with one or two children, or a small group during the entire daily routine and will include a variety of play and leisure activities. These interactions will be the source of many observations.</p> <p>An additional five observations are recorded during each week of the three-week block period, across all aspects of the daily routine and involve individual and small groups of children. While your observations of your focus child will need to include developmental analysis and interpretation, it is important to remember that contemporary theories encourage you to look beyond this, to consider multiple perspectives and broader issues. As outlined in Arthur, et al. (2015), you should also consider children's dispositions, group dynamics, power relations and more holistic perspectives of development (p. 272)</p> <p>Feedback Sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> template is to be completed by the Supervising Early Education Teacher daily. This feedback can be written or verbal.</p> <p>Regular professional discussion is to occur and both the Supervising Early Education Teacher and the Student sign the sheets.</p> <p><i>Weekly Feedback on Performance Report</i> is completed at the end of the 5 Immersion days (day 5) by the Supervising Early Education Teacher.</p> <p>Self-Reflection</p> <p>Students will complete a <i>Student Daily Self-Reflection Template</i> daily. This must demonstrate links between personal experiences, analysis and professional development.</p>
<p>Week 1 of the block Professional Experience Days 6 - 10</p>	<p>Observations</p> <p>At least five formal observations with reflection and interpretation must be completed on the focus child by the conclusion of Week 1 of the block (in addition to those recorded during the 5 Immersion Days). A variety of observation styles are to be utilised, as discussed throughout the professional experience subject.</p> <p>Professional discussions with the Supervising Early Education Teacher will focus on observations recorded, reflections on children's learning and possibilities for planning. In particular, the Student will demonstrate an understanding of observations as fundamental for identifying and planning for children's learning.</p> <p>These professional discussions will highlight the critical importance of detailed observations, further develop observation skills, as well as the ability to reflect on children's learning and opportunities for this learning to occur.</p> <p>Child Portfolio</p> <p>Additional to the required five observations per week, the Student will continue to collect information about this child and his/her context, including information relating to their family and community.</p> <p>The Student will continue to develop and establish a positive relationship with the child and family.</p> <p>Documentation included in the portfolio demonstrates knowledge and understanding of the child.</p>



	<p>Teaching Expectations</p> <p>A pattern of increasing responsibility and engagement will be displayed each week.</p> <p>The Student will continue to engage in meaningful interactions with all children during Week 1 of the block professional experience. These interactions may be with one or two children, or a small group during the entire daily routine and will include a variety of play and leisure activities. These interactions will be the source of many observations.</p> <p>An additional five observations are recorded during the week, across all aspects of the daily routine and involve individual and small groups of children which will lead to planning possibilities.</p> <p>Students will keep copies of all documentation.</p> <p>Feedback Sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> template is to be completed by the Supervising Early Education Teacher daily. This feedback can be written or verbal.</p> <p>Regular professional discussion is to occur and both the Supervising Early Education Teacher and the Student sign the sheets.</p> <p><i>Progress Report</i> is completed online in Sonia by the Supervising Early Education Teacher at the end of this week (10 days Professional Experience completed).</p> <p>Self-Reflection</p> <p>Students will complete a <i>Student Daily Self-Reflection</i> template daily. This must demonstrate links between personal experiences, analysis and professional development.</p>
<p>Week 2 of the block Professional Experience Days 11 - 15</p>	<p>Observations</p> <p>Five formal observations with reflection and interpretation must be completed on the focus child by the conclusion of Week 2 of the block Professional Experience (15 days Professional Experience completed). A variety of observation styles are to be utilised, as discussed throughout the Professional Experience subject. These are to be discussed with the Supervising Early Education Teacher, and possibilities for planning will be considered and discussed with the Supervising Early Education Teacher.</p> <p>Professional discussions with the Supervising Early Education Teacher about observations, jottings and possibilities for planning will occur. Links between the observations, reflections, analysis and interpretation must be evident.</p> <p>These professional discussions will highlight the critical importance of detailed observations, further develop observation skills, as well as the ability to reflect on children's learning and opportunities for this learning to occur.</p> <p>Child Portfolio</p> <p>Additional to the required five observations per week, the Student will continue to document children's learning. Remember, documenting children's learning is not just about collecting samples of work or observations, but also interpreting documentation, using a range of theories and information about children's learning, as well as knowledge of the EYLF (Arthur, et al. 2015)</p> <p>The Student will continue to develop and establish positive relationships, not just with the focus child and his/her family, but with all children and families within the centre.</p> <p>Documentation included in the portfolio demonstrates knowledge and understanding of the child. In addition to these, observation through documentation such as photos and work samples are to be collected to contribute to the Child's Portfolio.</p> <p>An Interest Web is to be completed on the focus child which will stimulate ideas for future planning.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility and engagement must be displayed each week.</p> <p>The Student will continue to engage in meaningful interactions with all children during Week 2 of the block. These interactions may be with one or two children, or a small group during the entire daily routine and will include a variety of play and leisure activities. These interactions will be the source of many observations.</p> <p>An additional five observations are recorded during the week on other individual children, or small groups of children which will lead to planning possibilities.</p> <p>Links between the observations, jottings and possibilities for planning are required to demonstrate analysis and interpretation.</p> <p>It is expected that the Student would be demonstrating a growing confidence in their ability to make relevant and accurate observations using initiative and developing skills.</p> <p>Students will keep copies of all documentation.</p> <p>Feedback Sheets</p>



	<p>A <i>Supervising Teacher Daily Feedback on Performance</i> template is to be completed by the Supervising Early Education Teacher daily; this feedback can be written or verbal.</p> <p>Regular professional discussion is to occur and both the Supervising Early Education Teacher and the Student sign the sheets.</p> <p>OR</p> <p>It is expected that by Week 2 of the block a feedback relationship has developed between the Student and the Supervising Early Education Teacher and therefore it may not be necessary to complete all the daily feedback templates required from the Student and the Supervising Early Education Teacher.</p> <p>Daily feedback may be streamlined to include a reduced number of sections of the feedback template, jottings of feedback discussions, or another feedback process agreed upon by both the Student and the Supervising Early Education Teacher.</p> <p>Self-Reflection</p> <p>Students will continue with daily Self-Reflection. Students are to refer to reference material accessed via the Moodle site for this subject regarding Reflective Writing. This must demonstrate links between personal experiences, analysis and professional development.</p>
<p>Week 3 / final week of the block Professional Experience</p> <p>Days 16 - 20</p>	<p>Observations</p> <p>At least five formal observations with reflection and interpretation must be completed on the focus child by the conclusion of Week 3 of the block professional experience (20 days Professional Experience completed). That is, by the end of the Professional Experience, the student must have completed at least 20 observations of their focus child.</p> <p>A variety of observation styles are to be utilised, as discussed throughout the Professional Experience subject. These are to be discussed with the Supervising Early Education Teacher, and possibilities for planning will be considered and discussed with the Supervising Early Education Teacher.</p> <p>These professional discussions will highlight the critical importance of detailed observations, further develop observation skills, as well as the ability to reflect on children's learning and opportunities for this learning to occur.</p> <p>Child Portfolio</p> <p>Additional to the required five observations per week, the Student will be thinking about how all the information they have collected on the child has helped them to develop a really strong understanding of the child, both from a developmental, and more holistic perspective.</p> <p>The Student will continue to maintain a positive relationship with all children and families in the centre.</p> <p>Documentation included in the portfolio demonstrates knowledge and understanding of the child.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility and engagement must be displayed each week.</p> <p>The Student will continue to engage in authentic and meaningful interactions with all children during Week 3 of the block. These interactions may be with one or two children, or a small group during the entire daily routine and will include a variety of play and leisure activities.</p> <p>An additional five observations are recorded during this week across all aspects of the daily routine and involve individual and small groups of children across a range of times during the day, including routines and transitions.</p> <p>Links between the observations, jottings and possibilities for planning are required to demonstrate analysis and interpretation.</p> <p>It is expected that the Student would be demonstrating a growing confidence in his/her ability to make relevant and accurate observations using initiative and developing skills.</p> <p>Students will keep copies of all documentation.</p> <p>Feedback Sheets</p> <p>It is expected that by Week 4 a feedback relationship has developed between the Student and the Supervising Early Education Teacher and therefore it may not be necessary to complete all the daily feedback templates required from the Student and the Supervising Early Education Teacher.</p> <p>Daily feedback may be streamlined to include a reduced number of sections of the feedback template, jottings of feedback discussions, or another feedback process agreed upon by both the Student and the Supervising Early Education Teacher.</p> <p>The Final Report is to be completed online in Sonia by the Supervising Early Education Teacher on the last day of Professional Experience (20 days Professional Experience completed).</p> <p>Self-Reflection</p>



	Students will continue with daily Self-Reflection. Students are to refer to reference material accessed via the Moodle site for this subject regarding Reflective Writing. This must demonstrate links between personal experiences, analysis and professional development.
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Professional Experience 2 – PEX 2

Curriculum

Professional Experience Dates	One Immersion Day per week for 5 weeks during Autumn session 2019, commencing Week 4. Three-week block: 3 June to 21 June 2019 Placement is in an Early Childhood Education and Care Centre (preschool or long day care) with children aged between 2 and 5 years.
Required Number of Days	A preliminary meeting and preparation visit + 5 Immersion Days + 15 days
Subject Number	EYPD201
Reporting Requirements	Completion of 5 Immersion Days and 1 week (progress total 10 days): <i>Progress Report</i> - An electronic copy of this template is to be formally submitted in Sonia. Completion of 5 Immersion Days and 3 Weeks (completed total 20 days): <i>Final Report</i> - An electronic copy of this template is to be formally submitted in Sonia.
Focus	The focus of this placement is upon curriculum and programming. Observing and implementing a curriculum to provide rich learning environments for individuals and groups of children will be the focus of this Professional Experience.
Preparation	The Student will make contact with the Supervising Early Education Teacher once placement has been confirmed by the PEX Unit to arrange a suitable time for a preliminary visit and meeting which will occur prior to the commencement of Professional Experience - 5 Immersion days. During this meeting, a brief introduction to the service and Professional Experience will occur, including discussing shared expectations, arranging shift times and highlighting the professional responsibilities of the Student in the service. It is expected that during this preparation, Students will collect information and begin creating a Situational Analysis of their ECEC. This information is valuable for Students to gain a detailed understanding of their ECEC setting, including curriculum and programming styles prior to commencement of Professional Experience. 2 x Focus Children – The Service Director, Supervising Early Education Teacher and the Student agree on the identification of two Focus Children. The Focus Children must attend at least three days per week. The Student will leave information and permission forms to be delivered to the children's parent/s, so these can be discussed as soon as day 1 of the Professional Experience Immersion days commence and observations can begin as soon as possible.
Responsibility of the Supervising Early Education Teacher	The Supervising Early Education Teacher, (as well as educators in the ECEC) will support and guide the Student in all aspects of Professional Experience. <u>The Supervising Early Education Teacher is a fully qualified early childhood trained teacher</u> who will act as a professional role model for the Student and assist the Student to develop confidence and extend their knowledge and skills. Formal written feedback will be completed by the Supervising Early Education Teacher daily using the template provided, discussed and signed off by the Student. Additional time is to be scheduled on a regular basis for professional discussion on the Student's development as an Early Education Teacher. <ul style="list-style-type: none">• A Supervising Teacher Daily Feedback on Performance template (written or verbal) is to be completed daily• A Progress Report is to be completed at the end of Week 2 (10 days) via Sonia.• A Final Report is to be completed in Week 4 – see Reporting Requirements. Refer to: <i>Australian Professional Standards for Teachers</i>

Outcomes	<p>Professional Knowledge</p> <p>Standard 1: Know children and how they learn.</p> <p>Standard 2: Know the content and how to teach it.</p> <p>Professional Practice</p> <p>Standard 3: Plan for and implement effective teaching and learning.</p> <p>Standard 4: Create and maintain supportive and safe learning environments.</p> <p>Standard 5: Assess, provide feedback and report on children's learning.</p> <p>Professional Engagement</p> <p>Standard 6: Engage in professional learning,</p> <p>Standard 7: Engage professionally with colleagues, parents/carers and the community.</p>
Performance Requirements of the Student	<p>Situational Analysis</p> <p>A Situational Analysis of the service is to be compiled which will allow the Student to get to know the centre. Information about the local community and families, the setting, program foundations and style, relevant policies and procedures, centre routines and planning expectations for their intentional teaching and the children is included.</p> <p>A Situational Analysis is to be developed by the Student prior to the commencement of the block weeks and submitted as an assessment task for the subject EYPD201.</p> <p>The Situational Analysis must continue to be developed throughout the duration of the professional experience in consultation with the Supervising Early Education Teacher.</p> <p>Refer to: 'Situational Analysis Expectations' located in Moodle and Arthur, Beecher, Death, Dockett & Farmer, 2015, Chapter 6, pp 179-204.</p> <p>Child Portfolios</p> <p>A collection of information and documentation that demonstrates each focus child's learning and development is to be prepared by the Student over the duration of the professional experience. It will include spontaneous as well as some intentional teaching experiences providing detailed and insightful knowledge of the child.</p> <p>The Child Portfolio is to reflect the level of professional experience the Student is undertaking, be professionally presented, and include a variety of documentation styles.</p> <p>It is to be developed in collaboration and consultation with the Supervising Early Education Teacher.</p> <p>Teaching Portfolio</p> <p>Students are expected to keep copies of all observations, analysis and assessment, plus reflections and prepared experience plans. These are to be used for later reflection and preparation for subsequent professional experiences.</p> <p>Self-Reflections</p> <p>Students must complete the <i>Student Daily Self-Reflection</i> template daily and it is to be signed off by the Student and the Supervising Early Education Teacher. This must demonstrate links between personal experiences, analysis and professional development.</p> <p>Students must also view, discuss and sign the <i>Supervising Teacher Daily Feedback on Performance</i> completed by the Supervising Early Education Teacher.</p> <p>The Student must meet all weekly requirements, as specified throughout the following document.</p>
University Advisor	<p>A University Advisor will be allocated to each service. Liaison will be by phone, email and/or service visit. The University Advisor will establish good communication between the Service Director, Supervising Early Education Teacher and the Early Years Student so as to understand and support the Student's development.</p>
Immersion days Days 1- 5	<p>Introduction</p> <p>It is expected that during the Immersion days, the Supervising Early Education Teacher and Student will clarify their respective expectations of the professional experience.</p> <p>A weekly meeting time is to be established for the Supervising Early Education Teacher to meet with the Student throughout the placement.</p> <p>Situational Analysis</p> <p>By the end of the 5 Immersion days, a detailed Situational Analysis of the ECEC is to be completed and accessible in the Student's Teaching Portfolio. This will be submitted as an assessment task for</p>



EYPD201. This Situational Analysis will continue to be developed throughout professional experience.

A copy is to be reviewed by the Supervising Early Education Teacher at the start of the block placement.

Observations

Students will have selected 2 focus children with guidance and approval from the Supervising Early Education Teacher during the preparation meeting prior to commencing the 5 Immersion days. The children must attend at least three days per week.

Parent Permission/Consent forms or a 'permission to observe form' must be completed, and parents will be encouraged to contribute information about their child to assist the Student's understanding. Students are required to take responsibility for this contact, in consultation with their Supervising Early Education Teacher.

From day 1 of the Immersion days students will begin the initial five required observations on their focus children and collect information for the Child Portfolios. At least five formal observations, with assessment, analysis and interpretation, must be completed by the end of the 5 Immersion days for both focus children.

An additional five observations are recorded during this period, across all aspects of the daily routine and involve individual and small groups of children.

A variety of observation styles are to be utilized. From these, possibilities for planning will be considered and discussed with the Supervising Early Education Teacher.

Professional discussions between the Supervising Early Education Teacher and the Student will focus on observations recorded, reflections on children's learning, meaningful assessment and possibilities for planning. The Student will demonstrate an understanding of observations as fundamental for identifying and planning for children's learning.

Child Portfolios

Additional to the five observations per week per focus child, students will collect background information regarding the children and their context, including information relating to the children's family and community. A discussion with their Supervising Early Education teacher will occur to gain information about the children, and arrangements made to approach the children's parents. During the 5 Immersion days students will work to establish positive relationships with the Focus Children and their families.

Documentation included in the Child Portfolio demonstrates knowledge and understanding of the child.

Teaching Expectations

The Student will engage in meaningful interactions and begin teaching during the 5 Immersion days. These interactions may be with one or two children, or a small group during the entire daily routine and will include a variety of play and leisure activities. These interactions will be the source of many observations.

All observations recorded during the 5 Immersion days may inform and lead to planning possibilities. Planned experiences and intentional teaching opportunities will be developed from these observations as a result of the professional reflection discussions between the Student and their Supervising Early Education Teacher.

Experience plans are to be prepared from three of these possibilities, for a variety of play and leisure experiences; however, this will be at the discretion of the Supervising Early Education Teacher.

Links between the observations, jottings and planning are to demonstrate analysis and interpretation.

All plans developed must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones.

While it is understood that services write/prepare intentional teaching experiences in a variety of ways, it is necessary that Students learn and practice writing preparation plans.

Students are required to use a variety of formats including those accessed in class or from other reference material.

Experience plans must always be discussed with the Supervising Early Education Teacher before presenting to the children. These plans must be presented in written form to the Supervising Early Education Teacher; discussed, suggestions can be made and plans modified prior to implementation. Students must keep copies of all experiences.

Commencing day 1 of the 3 week block, at least two intentional teaching experiences are to be facilitated each day for the two Focus Children.

Feedback Sheets

A *Supervising Teacher Daily Feedback on Performance* Template is to be completed by the Supervising Early Education Teacher daily. This feedback can be written or verbal.



	<p>Regular professional discussion is to occur and both the Supervising Early Education Teacher and the Student sign the sheets.</p> <p>Self-Reflection</p> <p>Students will complete a <i>Student Daily Self-Reflection</i> Template daily. This must demonstrate links between personal experiences, analysis and professional development.</p>
<p>Week 1 of the block Professional Experience Days 6 - 10</p>	<p>Observations</p> <p>At least five formal observations, with assessment, analysis and interpretation must be completed on both the Focus Children by the conclusion of Week 1 of the block (in addition to those recorded during the 5 Immersion days). A variety of observation styles and formats are to be utilised.</p> <p>An additional five observations are recorded during the week, across all aspects of the daily routine and involve individual and small groups of children.</p> <p>A variety of observation styles and formats are to be utilised including documentation such as photos and work samples, and interest webs. These are to be discussed with the Supervising Early Education Teacher, and possibilities for planning developed.</p> <p>Child Portfolios</p> <p>Additional to the required five observations per week per child, including analysis and interpretation, the Student will continue to collect work samples, photos and other documentation for each child's Portfolio that demonstrates their learning.</p> <p>During Week 1 of block professional experience students will continue work to establish a positive relationship with the child and their family.</p> <p>Documentation included in the Child Portfolio demonstrates knowledge and understanding of the child.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility and engagement will be displayed each week.</p> <p>Students will collaborate with the Supervising Early Education Teacher and educators to compile the curriculum elements and program for the 3 week block period.</p> <p>This may occur through informal discussions, weekly meetings with Supervising Early Education Teacher and/or room meetings.</p> <p>It is expected the Student will be demonstrating growing confidence in his/her ability and using more initiative in the planning process.</p> <p>Students are required to facilitate at least two intentional teaching experiences each day. These must reflect all opportunities for learning that are available throughout the day in the ECEC centre.</p> <p>Written experience plans are required for both and must be discussed with the Supervising Early Education Teacher.</p> <p>Students are to be increasingly responsible for transitions between experiences and routines.</p> <p>Feedback Sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> template is to be completed by the Supervising Early Education Teacher daily. This feedback can be written or verbal.</p> <p>Regular professional discussion is to occur and both the Supervising Early Education Teacher and the Student sign the sheets.</p> <p><i>Progress Report</i> is completed online in Sonia by the Supervising Early Education Teacher at the end of this week (10 days professional experience completed).</p> <p>*This is signed off by the Student online in Sonia as the professional experience progress report.</p> <p>Self-Reflection</p> <p>Students will complete a <i>Student Daily Self-Reflection</i> template daily. This must demonstrate links between personal experiences, analysis and professional development.</p>
<p>Week 2 of the block Professional Experience Days 11 - 15</p>	<p>Observations</p> <p>Five formal observations with analysis must be completed on both focus children by the conclusion of Week 2 of the block Professional Experience (15 days Professional Experience completed)</p> <p>An additional five observations are recorded during the week, across all aspects of the daily routine and involve individual and small groups of children.</p> <p>A variety of observation styles and formats are to be utilised including documentation such as photos and work samples, and interest webs. These are to be discussed with the Supervising Early Education Teacher, and possibilities for planning developed.</p> <p>Child Portfolios</p>



	<p>Continue to collect work samples, photos and other documentation for each child's Portfolio that demonstrates their learning. Include documentation on possibilities for future planning eg Interest Webs.</p> <p>The Student will continue to develop and establish a positive relationship with the child and their family.</p> <p>Documentation included in the portfolio demonstrates knowledge and understanding of the child.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility is to be displayed each week.</p> <p>Students will continue to collaborate with the Supervising Early Education Teacher and educators to compile the curriculum elements and program for the next week.</p> <p>This may occur through informal discussions, weekly meetings with Supervising Early Education Teacher and/or room meetings.</p> <p>It would be expected that the Student would be demonstrating growing confidence in his/her ability and using more initiative in the planning process.</p> <p>The Student will record planning, experiences and reflections using the centre's programming formats.</p> <p>Students are required to facilitate at least 3 experiences each day. These must reflect all opportunities for learning that are available throughout the day in the ECEC centre.</p> <p>Written experience plans are required and must be discussed with the Supervising Early Education Teacher.</p> <p>Students will be responsible for transitions between experiences and routines throughout the day.</p> <p>Students are required to contribute to centre reflections and daily communication for families.</p> <p>A display or presentation of the children's work and learning is to be prepared and available for families to see. Evidence of this (photos, copies, etc.) must be available in your Teaching Journal as well as in the Child Portfolios.</p> <p>Feedback Sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> Template is to be completed by the Supervising Early Education Teacher daily, this feedback can be written or verbal.</p> <p>Regular professional discussion is to occur and both the Supervising Early Education Teacher and the Student sign the sheets.</p> <p>OR</p> <p>It is expected that by Week 2 of the block a feedback relationship has developed between the Student and the Supervising Early Education Teacher and therefore it may not be necessary to complete all the daily feedback templates required from the Student and the Supervising Early Education Teacher.</p> <p>Daily feedback may be streamlined to include a reduced number of sections of the feedback template, jottings of feedback discussions, or another feedback process agreed upon by both the Student and the Supervising Early Education Teacher.</p> <p>Self-Reflection</p> <p>Students will continue with daily self-reflection however this may not include using the formal template. These must demonstrate links between personal experiences, analysis and professional development. Students are to refer to reference material accessed via the Moodle site for this subject regarding Reflective Writing.</p>
<p>Week 3 of the block Professional Experience Days 16 – 20</p>	<p>Observations</p> <p>Five formal observations with analysis must be completed on both focus children by the conclusion of Week 3.</p> <p>An additional five observations are recorded during the week, across all aspects of the daily routine and involve individual and small groups of children. A total of 60 formal observations will be completed throughout the entire Professional Experience period.</p> <p>A variety of observation styles and formats are to be utilised including documentation such as photos and work samples, and interest webs. These are to be discussed with the Supervising Early Education Teacher, and possibilities for planning developed.</p> <p>Child Portfolio</p> <p>Additional to the required five observations per week, the Student will continue to collect information about this child and their context, including information relating to their family and community.</p>



	<p>The Student will continue to develop and establish a positive relationship with the child and their family.</p> <p>Documentation included in the Portfolio demonstrates knowledge and understanding of the child.</p> <p>With permission and consultation with the Supervising Early Education teacher, a copy of the Child Portfolio may be offered to the family of each focus child.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility is to be displayed each week.</p> <p>Students will continue to collaborate with the Supervising Early Education Teacher and educators to compile the curriculum elements and program for the next week.</p> <p>This may occur through informal discussions, weekly meetings with Supervising Early Education Teacher and/or room meetings.</p> <p>It would be expected that the Student would be demonstrating growing confidence in his/her ability and using more initiative in the planning process.</p> <p>The Student will record planning, experiences and reflections using the centre's programming formats.</p> <p>Students are required to facilitate at least 3 experiences each day.</p> <p>Written experience plans are required and must be discussed with the Supervising Early Education Teacher.</p> <p>Students will be responsible for transitions between experiences and routines throughout the day.</p> <p>Students are required to contribute to centre reflections and daily communication for families.</p> <p>A display or presentation of the children's work and learning is to be prepared and available for families to see. Evidence of this (photos, copies, etc.) must be available in your Teaching Journal as well as in the Child Portfolios.</p> <p>Feedback sheets</p> <p>It is expected that by Week 4 a feedback relationship has developed between the Student and the Supervising Early Education Teacher and therefore it may not be necessary to complete all the daily feedback templates required from the Student and the Supervising Early Education Teacher.</p> <p>Daily feedback may be streamlined to include a reduced number of sections of the feedback templates, jottings of feedback discussions, or another feedback process agreed upon by both the Student and the Supervising Early Education Teacher.</p> <p>The Final Report is to be completed online in Sonia by the Supervising Early Education Teacher on the last day of Professional Experience (20 days professional experience completed).</p> <p>Self-Reflection</p> <p>Students will continue with daily Self-Reflection, however this may not include using the formal template. These must demonstrate links between personal experiences, analysis and professional development. Students are to refer to reference material accessed via the Moodle site for this subject regarding Reflective Writing.</p>
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Professional Experience 3a – PEX 3a

Family and Community Early Intervention

Professional Experience Dates	One Immersion day per week (Wednesday) for 10 weeks during Autumn session 2019, commencing Week 3. Early Years Students will complete this Professional Experience in a Family and Community Service.
Required Number of Days	10 Immersion days
Subject Number	EYFE301
Reporting Requirements	<i>Bachelor of Education - The Early Years: Final Report - Family and Community PEx</i> - An electronic copy of this template is to be formally submitted via Sonia.
Focus	<p>The focus of this placement provides Students with an understanding of the many services and programs within the Family and Community Service sector. These services aim to advance the opportunities of young children and their families by providing specialised programs, additional support and working in partnership with early childhood education and care centres.</p> <p>Students will need to be completely immersed in the service, actively engaged in all aspects of service delivery and participate in a range of tasks complementing the service programs/operations.</p> <p>Student participation and involvement in specific tasks will be determined and agreed upon by both the Student and professional experience Placement Supervisor.</p> <p>All Students will complete daily reflections.</p> <p>It is expected the Student and their professional experience Placement Supervisor will engage in daily professional discussions.</p> <p>A detailed Situational Analysis is to be prepared by Week 4 of professional experience (day 4 of attendance).</p> <p>Students are expected to keep copies of all reflections and discussion notes/jottings (this may be in day book form) for later reflection and preparation for subsequent professional experiences.</p>
Preparation	<p>The Student will make contact with the Professional Experience Placement Supervisor once placement has been confirmed by the PEX Unit to arrange a suitable time for a preliminary visit and meeting which will occur before Professional Experience commences.</p> <p>During this visit and meeting, a brief introduction to the service and professional experience will occur, including discussing shared expectations, arranging shift times and highlighting the professional responsibilities of the Student in the service.</p>
Responsibility of the Placement Supervisor	<p>The Professional Experience Placement Supervisor will support and guide the Student in all aspects of Professional Experience. The Professional Experience Placement Supervisor will be a professional role model for the Student and assist the Student to develop confidence and extend her/his knowledge and skills.</p> <p>Feedback will occur daily, and time will be scheduled on a regular basis for professional discussion on the Student's development as an Early Education Teacher in the broader child and family service context.</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> template is to be completed daily. This feedback can be written or verbal and is to be discussed with the student.</p> <p>Note – Feedback is not limited to the examples provided, these are only a guide.</p> <p>* A Final Report is to be completed at the conclusion of the professional experience - refer to Reporting Requirements</p>
Outcomes	<p>Professional Knowledge</p> <p>Standard 1: Know children and how they learn.</p> <p>Standard 2: Know the content and how to teach it.</p> <p>Professional Practice</p> <p>Standard 3: Plan for and implement effective teaching and learning.</p> <p>Standard 4: Create and maintain supportive and safe learning environments.</p> <p>Standard 5: Assess, provide feedback and report on children's learning.</p>



	<p>Professional Engagement</p> <p>Standard 6: Engage in professional learning,</p> <p>Standard 7: Engage professionally with colleagues, parents/carers and the community.</p>
Performance Requirements of the Student	<p>Situational Analysis</p> <p>A Situational Analysis of the service/program is to be compiled which will allow the Student to get to know the service/program. Information about the local community and families, the setting, programs offered to children and families, relevant policies and procedures, routines, plus operational/management structure and funding sources</p> <p>A Situational Analysis is to be developed by the Student in consultation with the professional experience Supervisor and will be submitted as a component of an assessment task for the subject EYFE301.</p> <p>The Situational Analysis must continue to be developed throughout the duration of the professional experience in consultation with the Supervising Early Education Teacher.</p> <p>Refer to: '<i>Situational Analysis Expectations</i>' located in e-learning, and Arthur, Beecher, Death, Dockett & Farmer, 2015, Chapter 6, pp 179-204.</p>
Professional Experience Program	<p>A Professional Experience program is to be developed by the Student and the Professional Experience Placement Supervisor detailing attendance days, Student involvement and responsibilities for the 10 Immersion days.</p> <p>Self-Reflections</p> <p>Students must complete the <i>Student Daily Self-Reflection</i> template daily and it is to be signed off by the Student and the professional experience Placement Supervisor.</p> <p>* Weekly reflections demonstrate thoughtful and considered reflections of the service and the Student's role during placement and as a result of the professional discussions held with the Professional Experience Placement Supervisor. These must demonstrate links between personal experiences, analysis and professional development.</p>
University Advisor	<p>A University Advisor or the Community Links Coordinator will be allocated to each service. Liaison will be by phone and email or service visit if required. The University Advisor will establish good communication between the professional experience Placement Supervisor and the Early Years Student so as to understand and support the Student's development.</p>



BACHELOR OF EDUCATION - THE EARLY YEARS

Professional Experience 3b – PEX 3b

Interactions with Children: Birth - 2 Years

Professional Experience Dates	Four-week block commencing 28 October to 22 November 2019. Early Years Students will complete this Professional Experience in an Early Childhood Education and Care Centre (ECEC) for four weeks with children aged between birth and 2 years.
Required Number of Days	20 days plus a preliminary visit/meeting
Subject Number	EYLL302
Reporting Requirements	Completion of 2 weeks (10 days) End of Week two: Progress Report -An electronic copy of this template is to be formally submitted in Sonia. Completion of 4 weeks (20 days) End of Week four: Final Report - An electronic copy of this template is to be formally submitted in Sonia.
Focus	The focus of this placement is child interactions from birth to two years of age. Observing, facilitating and engaging in meaningful interactions to provide rich and stimulating learning environments for individuals and groups of children will be the focus of this Professional Experience.
Preparation	The Student will make contact with the Supervising Early Education Teacher once placement has been confirmed by the PEX Unit to arrange a suitable time for a preliminary visit and meeting. To complete subject course requirements this is to occur with consideration of the subject assessment expectations that require contact with the Professional Experience centre to be established. During this visit and meeting, a brief introduction to the service and Professional Experience will occur, including discussing shared expectations, arranging shift times and highlighting the professional responsibilities of the student in the service. It is expected that during this preparation, students will collect information and begin creating a Situational Analysis of their ECEC. This information is valuable for Students to gain a detailed understanding of their ECEC setting, including curriculum and programming styles prior to commencement of professional experience as well as for the completion of subject assessment work. 3 x Focus Children – The Service Director, Supervising Early Education Teacher and the Student agree on the identification of 3 Focus Children. Focus children must attend at least three days per week. The Student leaves information and ‘permission to observe’ forms to be delivered to the children’s parent/s, so these can be discussed day 1 of the Professional Experience program.
Responsibility of the Supervising Early Education Teacher	The Supervising Early Education Teacher, (as well as educators in the ECEC) will support and guide the Student in all aspects of Professional Experience. <u>The Supervising Early Education Teacher is a fully qualified early childhood trained teacher</u> who will act as a professional role model for the Student and assist the Student to develop confidence and extend their knowledge and skills. Daily feedback, written or verbal, based on the <i>Supervising Teacher Daily Feedback on Performance</i> template will be provided by the Supervising Early Education Teacher to the student. Additional time is to be scheduled on a regular basis for professional discussion on the Student's development as an Early Education Teacher. <ul style="list-style-type: none"> • A Supervising Teacher Daily Feedback on Performance template (written or verbal) is to be completed daily. • A Progress Report completed at the end of Week 2 (10 days) via Sonia • A Final Report is to be completed in Week 4 - see Reporting Requirements Refer to: <i>Australian Professional Standards for Teachers</i> .
Outcomes	Professional Knowledge Standard 1: Know children and how they learn. Standard 2: Know the content and how to teach it. Professional Practice Standard 3: Plan for and implement effective teaching and learning. Standard 4: Create and maintain supportive and safe learning environments. Standard 5: Assess, provide feedback and report on children’s learning.



	<p>Professional Engagement</p> <p>Standard 6: Engage in professional learning,</p> <p>Standard 7: Engage professionally with colleagues, parents/carers and the community.</p>
Performance Requirements of the Student	<p>Situational Analysis</p> <p>A Situational Analysis of the service is to be compiled which will allow the Student to get to know the centre. Information about the local community and families, the setting, program foundations and style, relevant policies and procedures, centre routines and planning expectations for their intentional teaching and the children is to be included.</p> <p>A Situational Analysis is to be completed by the Student prior to the commencement of the professional experience, and submitted as part of an assessment task for EYLL302. The Situational Analysis must continue to be developed throughout the duration of the Professional Experience in consultation with the Supervising Early Education Teacher.</p> <p>Refer to: '<i>Situational Analysis Expectations</i>' located in Moodle and Arthur, Beecher, Death, Dockett & Farmer, 2015, Chapter 6, pp 179-204</p> <p>Child Portfolios</p> <p>A collection of information and documentation that demonstrates each focus child's learning and development is to be prepared by the Student over the duration of the professional experience. It will include spontaneous as well as intentional teaching experiences providing detailed and insightful knowledge of the child/ren.</p> <p>The Child Portfolio is to reflect the level of professional experience the Student is undertaking, be professionally presented, and include a variety of documentation styles.</p> <p>It is to be developed in collaboration and consultation with the Supervising Early Education Teacher.</p> <p>Teaching Portfolio</p> <p>Students are expected to keep copies of all observations, analysis and assessment, plus reflections and prepared experience plans. These are to be used for later reflection and preparation for subsequent Professional Experience.</p> <p>Self-Reflections</p> <p>Students must complete the <i>Student Daily Self-Reflection</i> template daily and it is to be signed off by the Student and the Supervising Early Education Teacher. These must demonstrate links between personal experiences, analysis and professional development.</p> <p>Students must also view, discuss and sign the <i>Supervising Teacher Daily Feedback on Performance</i> completed by the Supervising Early Education Teacher.</p> <p>The Student must meet all weekly requirements, as specified throughout the following document.</p>
University Advisor	<p>A University Advisor will be allocated to each service. Liaison will be by phone, email and/or service visit. The University Advisor will establish good communication between the Service Director, Supervising Early Education Teacher and the Early Years Student so as to understand and support the Student's development.</p>
Week 1	<p>It is expected that during the first week, the Supervising Early Education Teacher and Student will clarify their respective expectations of the Professional Experience.</p> <p>A weekly meeting time is to be established to meet throughout the placement.</p> <p>Throughout this Professional Experience, Students will focus on the Early Years Learning Framework, and demonstrate a clear understanding through the application of key elements. Students will demonstrate a thorough understanding of child development and evidence based practice providing examples of quality practice in education and care for young children.</p> <p>Situational Analysis</p> <p>A detailed Situational Analysis of the ECEC is to be developed, and accessible in the Student's Teaching Portfolio. This will be submitted as an assessment task for EYLL302. This Situational Analysis will continue to be developed throughout Professional Experience.</p> <p>A copy is to be reviewed by the Supervising Early Education Teacher at the end of Week 1.</p> <p>Observations</p> <p>Students will have selected 3 focus children with guidance and approval from the Supervising Early Education Teacher during the preparation meetings and visits to the service prior to commencing Professional Experience. The children must attend at least three days per week.</p> <p>Parent Permission/Consent forms or a 'permission to observe' form must be completed, and parents will be encouraged to contribute information about their child to assist the Student's understanding.</p>



Students are required to take responsibility for this contact, in consultation with their Supervising Early Education Teacher.

From day 1 Students will begin the required five observations on their focus children and collect information for the Child Portfolios. These observations must be from a range of experiences, routines and times during the day to reflect all opportunities where learning may occur.

At least five formal observations, with assessment, analysis and interpretation, must be completed by the end of the week for the three Focus children.

An additional five formal observations are recorded during this period, across all aspects of the daily routine and involve individual and small groups of children.

A variety of observation styles are to be utilised. From these, possibilities for planning will be considered and discussed with the Supervising Early Education Teacher.

Professional discussions between the Supervising Early Education Teacher and the Student will focus on observations recorded, reflections on children's learning, assessment and possibilities for planning. The Student will demonstrate an understanding of observations as fundamental for identifying and planning for children's learning.

Students will demonstrate a thorough understanding of child development and evidence based practice providing examples of quality practice in education and care for young children.

Child Portfolios

Additional to the five observations per week per focus child, Students will collect background information relating to the 3 focus children and their context, including information relating to the child's family and community. A discussion with their Supervising Early Education teacher will occur to gain information about the children, and arrangements made to approach the children's parents. During Week 1 Students will work to establish positive relationships with the Focus Children and their families.

Detailed documentation and analysis of all areas of child development will be evident for all Focus Children.

Documentation included in the Child Portfolio demonstrates knowledge and understanding of the child.

Teaching Expectations

The Student will begin teaching in Week 1. The Student will engage in meaningful interactions with all children during Week 1. These interactions may be with one or two children, or a small group during the entire daily routine and will include a variety of play and leisure activities. These interactions will be the source of many observations.

Experience plans are to be prepared for a variety of play and leisure experiences; however, this will be at the discretion of the Supervising Early Education Teacher. Consideration of all opportunities for learning and positive interactions must be evident in these plans.

While it is understood that services write/prepare intentional teaching experiences in a variety of ways, it is necessary that Students learn and practice writing preparation plans.

These plans must be presented in written form to the Supervising Early Education Teacher before the experience is presented to the children. Students can design their own programming formats, using a variety of styles or templates. Comments and suggestions can be made, discussed and plans modified prior to implementation. Students are to keep copies of all experiences.

All plans developed must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones.

By the third day of Week 1, at least two intentional teaching experiences will be facilitated each day. Experience plans must always be discussed with the Supervising Early Education Teacher before presenting to the children.

Students will contribute to the planning, facilitation and documenting of the service program for the duration of their professional experience. Collaboration with, and support from the Supervising Early Education Teacher, as well as other educators is to occur. Incorporating feedback from families and children will be valuable.

Students will contribute to all aspects of the program across all routines and transitions of the day.

Feedback Sheets

A *Supervising Teacher Daily Feedback on Performance* Template is to be completed by the Supervising Early Education Teacher daily. This feedback can be written or verbal.

Regular professional discussion is to occur and both the Supervising Early Education Teacher and the Student sign the sheets.

Self-Reflection

Students will complete a *Student Daily Self-Reflection* template daily. This must demonstrate links between personal experiences, analysis and professional development.



Week 2	<p>Observations</p> <p>These continue as a result of analysis of children's learning through planned experiences, intentional teaching and spontaneous moments. Links between these observations and future planning must be evident.</p> <p>Students will demonstrate a thorough understanding of child development and evidence based practice providing examples of quality practice in education and care for young children.</p> <p>Child Portfolios</p> <p>Continue with the five formal observations per week per focus child and the collection of information about the children demonstrating knowledge and understanding of the children and their learning, including family and community context.</p> <p>Detailed documentation and analysis of all areas of child development will be evident for all Focus Children.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility must be displayed each week.</p> <p>Students will collaborate with the Supervising Teacher and educators to compile the curriculum elements and program for the next three weeks (weeks 2, 3 and 4).</p> <p>This may occur through informal discussions, weekly meetings with Supervising Early Education Teacher and/or room meetings.</p> <p>It would be expected that the Student would be demonstrating growing confidence in his/her ability and using more initiative in the planning process.</p> <p>Students are required to facilitate at least three experiences each day. Some may be spontaneous, yet must reflect a variety of moments for learning that occur throughout the day.</p> <p>Written experience plans are required and must be discussed with the Supervising Early Education Teacher.</p> <p>All plans developed must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones.</p> <p>Students are to be increasingly responsible for transitions between experiences and routines.</p> <p>Feedback sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> template is to be completed by the Supervising Early Education Teacher daily. This feedback can be written or verbal.</p> <p>Regular professional discussion is to occur and both the Supervising Early Education Teacher and the Student sign the sheets.</p> <p><i>Progress Report</i> is completed online via Sonia by the Supervising Early Education Teacher at the end of this week (10 days professional experience completed).</p> <p>Self-Reflection</p> <p>Students complete a <i>Student Daily Self-Reflection</i> template daily. This must demonstrate links between personal experiences, analysis and professional development.</p>
Week 3	<p>Observations</p> <p>These continue as a result of analysis of children's learning through planned experiences, intentional teaching and spontaneous moments. Links between these observations and future planning must be evident.</p> <p>Students will demonstrate a thorough understanding of child development and evidence based practice providing examples of quality practice in education and care for young children.</p> <p>Child Portfolios</p> <p>Continue to collect work samples, photos and other documentation for each Child's Portfolio that demonstrates their learning, and your understanding of their learning.</p> <p>Include documentation on possibilities for future planning.</p> <p>Detailed documentation and analysis of all areas of child development will be evident for all Focus Children.</p> <p>Communication continues with each child's parents / caregivers. Evidence of this must be included, e.g. through jottings, planning, reflections.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility must be displayed each week.</p> <p>Students will continue to collaborate with the Supervising Early Education Teacher and educators to compile the curriculum elements and program for the next 2 weeks.</p>



	<p>This may occur through informal discussions, weekly meetings with Supervising Early Education Teacher and/or room meetings.</p> <p>It would be expected that the Student would be demonstrating growing confidence in his/her ability and using more initiative in the planning process. The Student will record planning experiences and reflections using the centre's programming formats.</p> <p>Students are required to facilitate at least 3 experiences each day. Some may be spontaneous, yet they must reflect a variety of moments for learning that occur throughout the day.</p> <p>Written experience plans are required and must be discussed with the Supervising Early Education Teacher.</p> <p>All plans developed must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones.</p> <p>Students will be responsible for transitions between experiences and routines, taking on the role of the Early Education Teacher.</p> <p>Students are to contribute to centre reflections and daily communication for families. A display or presentation of the children's work and learning is to be prepared and available for families to see. Evidence of this (photos, copies, etc.) must be available in your professional experience folder.</p> <p>Feedback sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> Template is to be completed by the Supervising Early Education Teacher daily, this feedback can be written or verbal. Regular professional discussion is to occur and both the Supervising Early Education Teacher and the Student sign the sheets.</p> <p>OR</p> <p>It is expected that by Week 2 of the block a feedback relationship has developed between the Student and the Supervising Early Education Teacher and therefore it may not be necessary to complete all the daily feedback templates required from the Student and the Supervising Early Education Teacher.</p> <p>Daily feedback may be streamlined to include a reduced number of sections of the feedback template, jottings of feedback discussions, or another feedback process agreed upon by both the Student and the Supervising Early Education Teacher.</p> <p>Self-Reflection</p> <p>Students will continue with daily <i>Student Daily Self-Reflection</i>, however this may not include using Appendix 3, yet, it must demonstrate links between experiences, analysis and professional development. Students are to refer to reference material accessed via the Moodle site for this subject regarding Reflective Writing.</p>
Week 4	<p>Observations</p> <p>These continue as a result of analysis of children's learning through planned experiences, intentional teaching and spontaneous moments. Links between these observations and future planning must be evident. A total of 75 formal observations will be completed throughout the entire Professional Experience period.</p> <p>Students will demonstrate a thorough understanding of child development and evidence based practice providing examples of quality practice in education and care for young children.</p> <p>Child Portfolios</p> <p>Continue to collect work samples, photos and other documentation for each Child Portfolio that demonstrates their learning and your understanding of their learning.</p> <p>Detailed documentation and analysis of all areas of child development will be evident for all Focus Children.</p> <p>These Portfolios are to be completed this week, and be presented in a professional manner. The information is to be shared with parents/caregivers, with the support of the Supervising Early Education Teacher.</p> <p>With permission and consultation with the Supervising Early Education teacher, a copy of the Child Portfolio may be offered to the family of each focus child.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility must be displayed each week.</p> <p>Students will continue to collaborate with the Supervising Early Education Teacher and other educators to compile the program for the week.</p> <p>This may occur through informal discussions, weekly meetings with Supervising Early Education Teacher and/or room meetings.</p>



	<p>It would be expected that the Student would be demonstrating growing confidence in his/her ability and using more initiative in the planning process. The Student will record planning, experiences and reflections using the centre's programming formats.</p> <p>Students are required to facilitate at least three experiences each day.</p> <p>Written experience plans are required and must be discussed with the Supervising Early Education Teacher.</p> <p>All plans developed must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones.</p> <p>Students will be responsible for transitions between experiences and routines throughout the day, taking on the role of the Early Education Teacher.</p> <p>Students are to contribute to centre reflections and daily communication for families.</p> <p>A display or presentation of the children's work and learning is to be prepared and available for families to see. Evidence of this (photos, copies, etc.) must be available in your Professional Experience folder.</p> <p>Feedback sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> Template is to be completed by the Supervising Early Education Teacher daily. This feedback can be written or verbal.</p> <p>Regular professional discussion is to occur and both the Supervising Early Education Teacher and the Student sign the sheets.</p> <p>Once a feedback relationship has developed between the Student and the Supervising Early Education teacher it may not be necessary to complete the daily feedback templates. Daily feedback may be streamlined to include a reduced number of sections of the feedback template, jottings of feedback discussions, or another feedback process agreed upon by both the Student and the Supervising Early Education Teacher.</p> <p>The Final Report is to be completed online in Sonia by the Supervising Early Education Teacher on the last day of Professional Experience (20 days Professional Experience completed).</p> <p>Self-Reflection</p> <p>Students will continue with daily <i>Student Daily Self-Reflection</i>, however this may not include using Appendix 3, yet it must demonstrate links between personal experiences, analysis and professional development. Students are to refer to reference material accessed via the Moodle site for this subject regarding Reflective Writing.</p>
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Professional Experience 4 – PEX 4

Leadership in Early Education

Professional Experience Dates	Four-week block commencing 3 June to 28 June 2019. Early Years Students will complete their fourth and final Professional Experience in an Early Childhood Education and Care Centre (ECEC), with children aged- Birth - 2 years, 2 - 3 years OR 3 - 5 years as nominated by the Student.
Required Number of Days	20 days plus preliminary visits, meetings and situational analysis data collection
Subject Number	EYTE401
Reporting Requirements	Completion of 2 weeks (10 days) End of Week two: Progress Report -An electronic copy of this template is to be formally submitted via Sonia. Completion of 4 weeks (20 days) End of Week four: Final Report - An electronic copy of this template is to be formally submitted via Sonia.
Focus	Leadership in early childhood education and care involves being responsible for guiding a team in providing quality education and care, linking theory, policy and practice. This Professional Experience provides the Student with the opportunity to lead the development and implementation of education programs within the EC education and care service, to promote support and maximise young children's learning and development.
Preparation	The Student will make contact with the Supervising Early Education Teacher once placement has been confirmed by the PEX Unit to arrange a suitable time for a preliminary visit and meeting. To complete subject course requirements this is to occur with consideration of the subject assessment expectations that require contact with the Professional Experience centre to be established. During this visit and meeting, a brief introduction to the service and Professional Experience will occur, including discussing shared expectations, arranging shift times and highlighting the professional responsibilities of the Student in the service. At this initial meeting arrangements for further familiarisation and data collection/observation visits will be made. It is expected that during this preparation, Students will collect information and begin creating a Situational Analysis of their ECEC. This information is valuable for Students to gain a detailed understanding of their ECEC setting, including curriculum and programming styles prior to commencement of professional experience. The Situational Analysis will also directly inform planning for the Professional Experience placement.
Responsibility of the Supervising Early Education Teacher	The Supervising Early Education Teacher, (as well as educators in the ECEC) will support and guide the Student in all aspects of Professional Experience. <u>The Supervising Early Education Teacher is a fully qualified early childhood trained teacher</u> who will act as a professional role model for the Student and assist the Student to develop confidence and extend their knowledge and skills. Daily feedback, written or verbal, based on the <i>Supervising Teacher Daily Feedback on Performance</i> template will be provided by the Supervising Early Education Teacher to the student. Formal written feedback will be completed by the Supervising Early Education Teacher daily using the template provided; discussed and signed off by the Student. Additional time is to be scheduled on a regular basis for professional discussion on the Student's development as an Early Education Teacher. <ul style="list-style-type: none"> • A Supervising Teacher Daily Feedback on Performance Template is to be completed daily • A Progress Report completed at the end of Week 2 (10 days) via Sonia • A Final Report is to be completed in Week 4 - see Reporting Requirements Refer to: <i>Australian Professional Standards for Teachers</i> .
Outcomes	Professional Knowledge Standard 1: Know children and how they learn. Standard 2: Know the content and how to teach it. Professional Practice Standard 3: Plan for and implement effective teaching and learning. Standard 4: Create and maintain supportive and safe learning environments.

	<p>Standard 5: Assess, provide feedback and report on children's learning.</p> <p>Professional Engagement</p> <p>Standard 6: Engage in professional learning,</p> <p>Standard 7: Engage professionally with colleagues, parents/carers and the community.</p>
Performance Requirements of the Student	<p>Situational Analysis</p> <p>A Situational Analysis of the service is to be compiled which will allow the Student to get to know the centre. Information about the local community and families, the setting, program foundations and style, relevant policies and procedures, centre routines and planning expectations for their intentional teaching and the children is included. A critical analysis is to be completed.</p> <p>A completed Situational Analysis is to be completed by the student and submitted as an assessment task for EYTE401. The Situational Analysis must continue to be developed throughout the duration of the professional experience in consultation with the Supervising Early Education Teacher.</p> <p>Refer to: '<i>Situational Analysis Expectations</i>' located in Moodle and Arthur, Beecher, Death, Dockett & Farmer, 2015, Chapter 6, pp 179-204</p> <p>Professional Experience Plan</p> <p>A four-week professional experience plan is to be developed in collaboration with the Supervising Early Education Teacher. The Plan must demonstrate the many opportunities planned to explore a leadership role within the early childhood education and care environment. The plan must be informed by the Situational Analysis, previously developed and submitted for assessment. The completed professional experience plan will be submitted as an assessment for the subject EYTE401.</p> <p>Teaching Portfolio</p> <p>Students are expected to keep copies of all observations, analysis and assessments plus reflections and prepared experience plans. These are to be used for later reflection and preparation for your role as an early childhood education and care teacher once you graduate.</p> <p>Self-Reflections</p> <p>Students must complete the <i>Student Daily Self-Reflection</i> template daily for Week 1 and it is to be signed off by the Student and the Supervising Early Education Teacher.</p> <p>A reflective journal is to be maintained for the duration of the four week professional experience. This must demonstrate links between personal experiences, analysis and professional development. Students must also view, discuss and sign the <i>Supervising Teacher Daily Feedback on Performance</i> completed by the Supervising Early Education Teacher.</p> <p>The Student must meet weekly requirements, as specified throughout the following document.</p>
University Advisor	<p>A University Advisor will be allocated to each service. Liaison will be by phone, email and/or service visit. The University Advisor will establish good communication between the Service Director, Supervising Early Education Teacher and the Early Years Student so as to understand and support the Student's development.</p>
Week 1	<p>Introduction</p> <p>It is expected that during the first week, the Supervising Early Education Teacher and Student will further clarify their respective expectations of the Professional Experience.</p> <p>It is essential to discuss and determine strategies to ensure the Student has a varied experience in a leadership role both in the learning space with children and in regards to management and administration responsibilities.</p> <p>Arranging regular times to meet for critical discussion and reflection is critical for this placement.</p> <p>Situational Analysis</p> <p>A detailed situational analysis must be accessible in the Student's Teaching Portfolio and be continually updated throughout the Professional Experience. Regular consultation with the Supervising Early Education teacher will inform the development of this document.</p> <p>Teaching Expectations</p> <p>It is expected Students will fulfil all programming expectations and contribute to room programming as a team member from day 1 commencement of Professional Experience. This includes contribution to daily intentional teaching experiences, spontaneous teaching, children's portfolios, daily observations and jottings, daily diaries, daily reflections, interactions with parents, completing administrative requirements, etc.</p> <p>All programming contribution must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones.</p>



Students will contribute to the planning, facilitation and documenting of the program for the duration of the professional experience. Collaboration with, and support from the Supervising Early Education Teacher, as well as other teachers and educators is to occur. Incorporating feedback from families and children will be valuable.

Students will contribute to all aspects of the program across all routines and transitions of the day

Leadership Professional Experience Plan

The four-week Professional Experience plan developed by the student in consultation with the Supervising Early Education Teacher must ensure that the student has many opportunities to explore a leadership role in early education. The Professional Experience plan will be implemented from the beginning of Professional Experience, and must be progressively evaluated and revised.

The Plan must demonstrate opportunities to explore a leadership role within the early childhood education and care environment. Throughout this Professional Experience, Students will focus on the National Quality Framework (NQF), and demonstrate a clear understanding through the application of key elements.

The NQF has highlighted the role of the Educational Leader in the National Law and Regulations relating to the National Quality Standards (NQS). The Approved (service) Provider is required to appoint an Educational Leader to ‘...guide other educators in their planning and reflection, and mentor colleagues in their implementation practices’ (ACECQA, 2011,p.85).

The Supervising Early Education Teacher and the Student will discuss a variety of options allowing the Student to explore, discuss, introduce and implement ideas paying close attention to curriculum and pedagogy.

Students are given the opportunity to ‘investigate and practise’ the role of Educational Leader by demonstrating they have :

- knowledge of curriculum approaches and the ability to analyse and discuss both strengths and limitations within the professional experience setting
- pedagogical and child development knowledge to plan for children’s learning, development and inclusion
- knowledge of theories of learning and development and a willingness to share this with other educators
- access to current research and a desire to share and guide other educators in reflecting on their practice
- knowledge of individual children and their learning styles allowing different approaches to be made when planning to ensure the complex and individual needs of children are met
- personal qualities required of an Educational Leader, someone who is willing to listen as well as coach, mentor and reflect within a team environment

(NQS PLP e-Newsletter No. 33 2012)

Activities that may occur over the four-weeks of Professional Experience may include (but not limited to):-

- Develop a series of professional goals for the Professional Experience relating to contemporary theories of learning and development. Document these QIP (Quality Improvement Plan) style
- Develop a presentation relevant to your professional goals reflecting on curriculum and pedagogy to present at a staff meeting, and lead a reflective discussion
- Choose an Element within the services QIP to focus on: discuss, support and lead service staff with implementation
- Develop a presentation for families relevant to the philosophy and aims of the centre, supporting an Element of the QIP
- Organise a special event within the centre program that relates to the children’s interests eg. excursion, a visitor, special day. Include a risk assessment tool, research, information for families, follow up documentation etc.
- Write and publish a newsletter or information sheet on a topic exploring current research regarding quality education and care, relevant to the centre, the families and local community
- Develop, contribute to and lead a reflective journal for the team of educators
- Regular ‘Educational Leader’ themed discussions with Supervising Early Education Teacher and other educators in the centre
- Goals to support the student’s personal and professional growth

Feedback Sheets



	<p>A <i>Supervising Teacher Daily Feedback on Performance</i> Template is to be completed by the Supervising Early Education Teacher daily for Week 1.</p> <p>Regular professional discussion is to occur and both the Supervising Early Education Teacher and the Student sign the sheets.</p> <p>Self-Reflection</p> <p>Students will complete a <i>Student Daily Self-Reflection</i> template daily for one week only.</p> <p>Students are required to maintain a reflective journal for the duration of the four-week Professional Experience. This must demonstrate links between personal experiences, analysis and professional development. This journal will be a source used for the next session subject and assessment requirements.</p>
Week 2-4	<p>Teaching Expectations</p> <p>A pattern of increasing responsibility must be displayed each week.</p> <p>Students will be collaborating with the Supervising Early Education Teacher and educators to compile the curriculum elements and program for the next three weeks. This may occur through informal discussions, weekly meetings with Supervising Early Education Teacher and/or room meetings.</p> <p>It would be expected that the Student would be demonstrating growing confidence in his/her ability and using more initiative in the planning process.</p> <p>All plans developed must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones.</p> <p>Leadership Professional Experience Plan</p> <p>The Student while supported by the Supervising Early Education Teacher continues to work through the four-week professional experience plan, utilising the many opportunities planned to explore a leadership role in ECEC.</p> <p>Feedback Sheets</p> <p>It is expected that by Week 2 a feedback relationship has developed between the Student and the Supervising Early Education teacher and therefore it may not be necessary to complete all the daily feedback templates required from the Student and the Supervising Early Education Teacher.</p> <p>Daily feedback may be streamlined to include a reduced number of sections of the feedback template, jottings of feedback discussions, or another feedback process agreed upon by both the Student and the Supervising Early Education teacher.</p> <p><i>Progress Report</i> is completed online in Sonia by the Supervising Early Education Teacher at the end of Week 2 (10 days Professional Experience completed), and signed off by the Student.</p> <p>The <i>Final Report</i> is to be completed online in Sonia by the Supervising Early Education Teacher on the last day of Professional Experience (20 days Professional Experience completed).</p> <p>Self-Reflection</p> <p>Students will continue with their detailed reflective journal for the duration of the four-week professional experience. This must demonstrate links between personal experiences, analysis and professional development.</p>

