



During this professional experience you will need to move through the following sequence of teaching and professional experience tasks. Note: Teaching responsibilities are the suggested minimum requirements and may need to be adjusted in response to the needs of your context and your own development and progress.

### SUMMARY OF MINIMUM EXPECTATIONS OF PARTICIPANTS IN EPT446

PROGRAM PHASE	PLACEMENT TASKS FOR TEACHER EDUCATION STUDENT	TICK
Week 1	<ul style="list-style-type: none"> <li>Display introduction/information poster for families and educators.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Become familiar with early childhood setting, supervising teacher, and educators and begin to establish relationships with children and families/carers by learning names. Towards the end of the week, greet and farewell parents/carers and children and show an interest in them by asking questions about their day and being friendly.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Complete Service Profile and Context (<i>Professional Experience Document 1</i>).</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Identify any children who are Aboriginal and Torres Strait Islander and children with diverse linguistic, cultural, religious and socio economic backgrounds.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Assist with the daily operations of the service program and routines.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Observe supervising teacher/educators with the children and record their planning, teaching and assessing techniques and strategies for documenting children's play. Also document positive guidance and behaviour management practices.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Gather general documentation on the group of children as a whole (do not choose focus children). Gain insight into their interests, capabilities and family experiences. Document and analyse a <b>minimum of five observations per day</b> in a format <b>used by your service</b>.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Wednesday – Friday: Based on your observations, plan, implement and evaluate <b>two play-based learning experiences each day</b>– include both indoor and outdoor environments and some use of ICT.</li> </ul> <p>Your plans must consider those children identified as Aboriginal and Torres Strait Islander and/or with diverse linguistic, cultural, religious and socio economic backgrounds.</p> <p>Ensure all plans are discussed with supervising teacher at least <b>one day prior</b> to implementation and utilise both indoor and outdoor environments. <i>Use the planning format from your service.</i></p>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Write a daily Personal and Professional Reflection (<i>Professional Experience Document 2</i>).</li> </ul>	<input type="checkbox"/>

	<ul style="list-style-type: none"> <li>Start collecting evidence to include in your Professional Portfolio.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Copy all documentation and file in your Professional Experience folder which should be available for your supervising teacher to view and discuss.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Review the room programs, evaluations and assessments as well as your own observations to inform planning for Week 2. Discuss these plans with your supervising teacher.</li> </ul>	<input type="checkbox"/>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>Greet and farewell parents/carers and children and show an interest in them by asking questions and being friendly. Ensure you remember something special to say to each child about the previous day or session.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Continue assisting with daily operations of the service program and routines, taking some responsibility for caregiving routines.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Continue gathering documentation on the group of children as a whole (<b>minimum of five observations per day</b>) to inform your planning.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Monday – Wednesday: Based on continued observations, plan, implement and evaluate <b>three play-based learning experiences per day</b> (include both indoor and outdoor environments and some use of ICT).</li> </ul> <p>Thursday-Friday: Plan, implement and evaluate <b>all play-based learning experiences for both days</b> (include both indoor and outdoor environments and some use of ICT). <i>Use the planning format from your service.</i></p> <p>Planning must consider those children identified as Aboriginal and Torres Strait Islander and/or with diverse linguistic, cultural, religious and socio economic backgrounds.</p> <p>NB: Some of these might be the same, or similar experiences from Week 1; however the reasons for these being kept/continued must be justified from documentation.</p> <p>Ensure all plans are discussed with supervising teacher at least <b>one day prior</b> to implementation and utilise both indoor and outdoor environments. <i>Use the planning format from your service.</i></p>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Write a daily Personal and Professional Reflection.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Review service policies and guidelines on child protection and inclusion and be able to discuss them with your supervising teacher.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Copy all documentation and file in your Professional Experience folder which should be available for your supervising teacher and ULO to view and discuss.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Discuss with your supervising teacher your plans for Week 3 for the indoor and outdoor areas.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Continue collecting evidence to include in your Professional Portfolio.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li><b>By mid-Week 2, ensure your mid-placement review has taken place.</b> Your supervising teacher should discuss how you are performing against the Standards on the Professional Experience Report and the date of this review needs to be recorded on the front page of the report.</li> </ul>	<input type="checkbox"/>



<b>Week 3</b>	<ul style="list-style-type: none"> <li>Greet and farewell parents/carers and children and be able to discuss the children's day.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Ensure educators and teachers are aware of the program for the week and their required roles while working as a team.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Implement the full day program including caregiving routines, transition times, health and safety issues, group times, sleep times.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Write a daily Personal and Professional Reflection.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Review service policies and guidelines on professional development and accreditation requirements and be able to discuss them with your supervising teacher.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Copy all documentation and file in your Professional Experience folder which should be available for your supervising teacher to view and discuss.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Collate evidence to include in your Professional Portfolio and submit through PebblePad by the due date as advised on the Subject Outline.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Meet with your supervising teacher while the <b>Final Report</b> is completed and ensure you have the opportunity to discuss it fully. The report needs to be signed by the supervising teacher and yourself prior to leaving the service. Submit through EASTS. Farewell the staff and thank them for their support of you as a graduating teacher.</li> </ul>	<input type="checkbox"/>



## Professional Experience Document 1: Service Profile and Context

EARLY CHILDHOOD SERVICE PROFILE AND CONTEXT	
<b>The ECEC Service and Community</b>  Gather information related to the: <ul style="list-style-type: none"> <li>• Location of the ECEC service;</li> <li>• Demographics of the service: for example, what is the ethnic/ cultural/socio-economic make-up of the community?</li> <li>• Ways that the service engages with the wider community;</li> <li>• Philosophy of the ECEC service and/or room.</li> </ul>	<b>Room</b>  Gather information related to the: <ul style="list-style-type: none"> <li>• Total number of children attending;</li> <li>• Male/female ratio;</li> <li>• Children's backgrounds – NESB, Aboriginal and Torres Strait Islander, children with additional needs &amp;/or diagnosed disabilities;</li> <li>• Presence of any medical conditions such as allergies etc.....</li> </ul>
<b>Program</b>  Gather information related to the: <ul style="list-style-type: none"> <li>• Daily timetable/routines;</li> <li>• Programming and planning methods used by the educators to observe, document, assess and plan for children's learning;</li> <li>• Service's policies related to programming and planning.</li> </ul>	
<b>The Learning Environment</b> <ul style="list-style-type: none"> <li>• Draw a mud map of the indoor and outdoor environments noting all of the learning areas, and the walkways for children and staff between those learning areas;</li> <li>• Find out what resources are available and can be used within the service.</li> </ul>	
<b>Managing the Learning Environment</b> <ul style="list-style-type: none"> <li>• Familiarise yourself with your Supervising Teacher's strategies for managing the group, transitions and individual behaviours.</li> <li>• Look at the ECEC Service's Behaviour Guidance Policy; note the procedures and strategies and consider ways you can use them in your guidance of children's behaviour.</li> </ul>	
<b>Family Partnerships and Involvement</b> <ul style="list-style-type: none"> <li>• Discuss with your Supervising Teacher what strategies they find successful for creating partnerships with families, and how they maintain those partnerships over time. Discuss and consider what strategies will be useful for you to try.</li> <li>• Also, discuss what communication processes are used to inform families of their children's learning and their wellness? Discuss and consider what strategies will be useful for you to try.</li> </ul>	



## Professional Experience Document 2: Reflections

## PERSONAL REFLECTION

Reflect in written form on the personal challenges and successes experienced during your placement.

Ask yourself:

- What were three things that went well today?
- What is one thing I could do differently?
- How am I planning to approach this tomorrow?
- How am I feeling about this placement?
- What am I learning?
- How am I progressing towards each of my Professional Experience Goals?

In the final week ask yourself:

- How has this placement changed or reaffirmed my beliefs and values about the care and education for children aged 3-5 years?
- How have I progressed towards achieving each of my professional Experience Goals?

## PROFESSIONAL REFLECTION

Reflect in written form about the ways in which your practice may have demonstrated the EYLF elements of practice:

Holistic approaches

Responsiveness to children

Learning through play

Intentional teaching

Learning environments

Cultural competence

Continuity of learning and transitions

Assessment for learning

**Give authentic examples of interactions from your day to illustrate what you mean by these.**

