Charles Sturt University

EPT140 Professional Experience: Birth-2 year olds

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 EPT140

PROGRAM PHASE	PLACEMENT TASKS FOR TEACHER EDUCATION STUDENT	TICK
Week 1	• Display introduction/information poster for families and educators.	☐
	• Become familiar with early childhood setting, supervising teacher, and educators and begin to establish relationships with children and families/carers by learning names.	☐
	• Complete Service Profile and Context *(Professional Experience Document 1*).	☐
	• Assist with the daily operations of the service program and routines, including with small group activities, supporting children one-on-one, transitioning children and setting up/packing away.	☐
	• Observe supervising teacher/educators with the children and record their planning, teaching and assessing techniques and strategies for documenting children's play.	☐
	• Gather general documentation on the group of children as a whole. Gain insight into their interests and capabilities. Document and analyse a **minimum of five observations per week** to inform your planning. Use a variety of documentation types including learning stories, narratives, learning samples, language transcripts, visual representations, video/audio recording, and photographs with annotations. *A generic observation template is provided as Professional Experience Document 2, but a variety of documentation types should be used.*	☐
	Based on your observations, plan, implement and evaluate **one play-based learning experience on Day 4 and/or Day 5.** Ensure all plans are discussed with supervising teacher at least **one day prior** to implementation and utilise both indoor and outdoor environments. *The planning format provided as Professional Experience Document 3 is an example –if preferred, a planning format from your supervising teacher can be used.*	☐
	• Write a daily Personal and Professional Reflection (*Professional Experience Document 5)*.	☐
	• Start collecting evidence to include in your Professional Portfolio (Assessment Task 3).	☐
	• File all documentation in Professional Experience folder which should be available for your supervising teacher to view.	☐
	• Review Week 1 and discuss your planning for Week 2 with supervising teacher.	☐

PROGRAM PHASE	PLACEMENT TASKS FOR TEACHER EDUCATION STUDENT	TICK
Week 2	• Continue assisting with daily operations of the service program and routines, taking some responsibility for caregiving routines, including nappy changing, feeding, sleeping and handwashing.	☐
	• Continue observing supervising teacher/educators with the children, documenting positive guidance and behaviour management practices.	☐
	• Continue gathering documentation on the group of children as a whole **(minimum of five observations per week)** to inform your planning, implementing and evaluating of **one play-based learning experience each day** – include both indoor and outdoor environments. *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.*	☐
	• Write a daily Personal and Professional Reflection.	☐
	• Continue collecting evidence to include in your Professional Portfolio (Assessment Task 3).	☐
	• **By mid Week 2, ensure your mid-placement review has taken place.** 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.	☐
	• File all documentation in Professional Experience folder which should be available for your supervising teacher and ULO to view.	☐
	• Review Week 2 and discuss your planning for Week 3 with supervising teacher	☐
Week 3	• Continue assisting with daily operations of the service program and routines, taking a growing responsibility for caregiving routines, including nappy changing, feeding, sleeping and handwashing.	☐
	• Monday – Wednesday: Plan, implement and evaluate **two play-based learning experiences (**include both indoor and outdoor environments). • Thursday-Friday: Plan, implement and evaluate **all play-based learning experiences for the whole day** (include both indoor and outdoor environments). *The daily planning format provided as Professional Experience Document 4 is an example –if preferred, a daily planning format from your supervising teacher can be used.*	☐
	• Write a daily Personal and Professional Reflection.	☐
	• **At the end of Week 3, ensure your Professional Experience Report is completed** by your supervising teacher and discussed with you and is signed by the supervising teacher, the Director of the service and by you. Submit the signed Professional Experience Report to EASTS as advised in your subject outline.	☐

Professional Experience Document 1: Service Profile and Context

EARLY CHILDHOOD SERVICE PROFILE AND CONTEXT

The ECEC Service and Community

Gather information related to the:

- Location of the ECEC service;
- Demographics of the service: for example, what is the ethnic/ cultural/socio-economic make-up of the community?
- Ways that the service engages with the wider community;
- Philosophy of the ECEC service and/or room.

Room

Gather information related to the:

- Total number of children attending;
- Male/female ratio;
- Children's backgrounds – NESB, Aboriginal and Torres Strait Islander, children with additional needs &/or diagnosed disabilities;
- Presence of any medical conditions such as allergies etc.....

Program

Gather information related to the:

- Daily timetable/routines;
- Programming and planning methods used by the educators to observe, document, assess and plan for children's learning;
- Service's policies related to programming and planning.

The Learning Environment

- 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;
- Find out what resources are available and can be used within the service.

Managing the Learning Environment

- Familiarise yourself with your Supervising Teacher's strategies for managing the group, transitions and individual behaviours.
- 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.

Family Partnerships and Involvement

- 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.
- 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.

OBSERVATION TEMPLATE
Date: **Time:** **Place:** **Child/children present:**
Observation: What are the children doing, saying, and producing?
Interpretation of Child's/Children's Learning Interpretation of observation using learning theories, play theories, developmental theories and so forth. Also draw connections between the Observation and the Learning Outcomes listed in the EYLF.
Extending Learning: What future plans will support their learning? Think about ideas for extension of learning through play-based experiences, environments, interactions and conversations. Justify your ideas using the EYLF and other professional literature.

LEARNING EXPERIENCE PLAN	
Title: **Date, time and place:** **Child/Children's Name/s:**	
Summary of Observations and Interpretations: What happened previously to inform your plans?	
Goals/Intentions for Children's Learning: What do you want the children to learn? Make relevant links to the EYLF Learning Outcomes.	
Detailed Description of Plan: What will you will do?	
Physical Learning Environment: What materials/resources will you use and how will you set up the environment to support learning?	**Role of the Educator**: How will you scaffold individual learning? What teaching strategies and questions will you use?
Evaluation: Reflect on children's engagement, learning and your role as the educator. Provide future ideas for planning.	

Professional Experience Document 4: Daily Planning Template

DAILY PLANNING
Date/Week:
Summary of previous learning and play themes: Consider questions such as: • What are the links to your previous documentation? • What are the children interested in and excited about? • What ideas do parents and guardians have? • What ideas do the other educators in the room have? • What resources do you have access to? • What are the key EYLF Learning Outcomes that you are focussing on and why? • What can the children do without educator guidance and what will they need help with? (This is important to consider as you need to ensure enough staff are available for the educator-guided experiences you plan). • How will you ensure routines are catered for within the planning?
List the resources that are required:
List some finger plays and songs that you can use throughout each day:
Plans for Indoor play spaces: • Don't forget to provide spaces for solitary, parallel and co-operative play. • Also consider providing some quiet-time learning experiences throughout the day.
Plans for Outdoor play spaces: • As above
Daily Reflections and evaluation Each day you should consider questions such as: • Was the children's learning facilitated in relation to my chosen EYLF Learning Outcomes? If so, how do I know this? If not, why not? • What worked and what didn't work? • Were there any behavioural issues that may have been caused by my design and implementation of the play-spaces and learning experiences? If so, what can I change to avoid this in the future? • Was I able to show an understanding of, and competently use, positive guidance practices appropriate to children birth-2 years? • Was I able to create a positive learning environment where the children were able to be confident and engaged learners, in alignment with the EYLF? • Did I demonstrate the EYLF Principles and Practices in my planning and teaching?

Professional Experience Document 5: 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 birth-2years? • 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.**