



Over 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 EPT122

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>	
	<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</li></ul>	
	<ul style="list-style-type: none"><li>Complete Service Profile and Context (<i>Professional Experience Document 1</i>).</li></ul>	
	<ul style="list-style-type: none"><li>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.</li></ul>	
	<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.</li></ul>	
	<ul style="list-style-type: none"><li>In consultation with your supervising teacher, select <b>three focus children</b> Obtain parental permission using the Permission to Observe form if required.</li></ul>	
	<ul style="list-style-type: none"><li>Begin observing your focus children's play, interactions and explorations. Gain insight into their interests, capabilities, and family experiences. Document and analyse a <b>minimum of three observations per week</b> on each focus child 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.  <i>A generic observation template is provided as Professional Experience Document 2, but a variety of documentation types should be used.</i></li></ul>	
	<ul style="list-style-type: none"><li>Document and analyse a <b>minimum of three group observations per week</b> to assist with <b>planning</b>.</li></ul>	

PROGRAM PHASE	PLACEMENT TASKS FOR TEACHER EDUCATION STUDENT	TICK
Week 1	<ul style="list-style-type: none"> <li>Based on your observations, plan, implement and evaluate <b>one play-based learning environment or small group teacher-led learning experience on Day 4 and Day 5</b>. Ensure all plans are discussed with supervising teacher at least <b>one day prior</b> to implementation and utilise both indoor and outdoor environments.</li> </ul> <p><i>The planning format provided as Professional Experience Document 3 is an example – if preferred, a planning format from your supervising teacher can be used.</i></p>	
	<ul style="list-style-type: none"> <li>Write a daily Personal and Professional Reflection (<i>Professional Experience Document 6</i>).</li> </ul>	
	<ul style="list-style-type: none"> <li>Start collecting evidence to include in your Professional Portfolio (<i>Assessment Task 3</i>).</li> </ul>	
Week 2	<ul style="list-style-type: none"> <li>Continue assisting with 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. Begin developing strategies to build relationships with families.</li> </ul>	
	<ul style="list-style-type: none"> <li>Continue observing supervising teacher/educators with the children, documenting positive guidance and behaviour management practices.</li> </ul>	
	<ul style="list-style-type: none"> <li>Continue to observe your focus children's play ideas, investigations, and learning as well as general documentation on the group of children as a whole. Document and analyse a <b>minimum of five observations per week on each focus child and five group observations per week</b>.</li> </ul>	
	<ul style="list-style-type: none"> <li>Continue planning, implementing and evaluating <b>one play-based learning environment or small group teacher-led learning experience each day</b> – include both indoor and outdoor environments.</li> </ul> <p><i>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.</i></p>	
	<ul style="list-style-type: none"> <li>Drawing on your group observations, plan and implement <b>two whole group times</b> this week. Ensure all plans are discussed with your supervising teacher at least <b>one day prior</b> to implementation.</li> </ul> <p><i>The planning format provided as Professional Experience Document 4 is an example – if preferred, a planning format from your supervising teacher can be used.</i></p>	
	<ul style="list-style-type: none"> <li>Write a daily Personal and Professional Reflection.</li> </ul>	



PROGRAM PHASE	PLACEMENT TASKS FOR TEACHER EDUCATION STUDENT	TICK
Week 2	<ul style="list-style-type: none"> <li>Continue collecting evidence to include in your Professional Portfolio (Assessment Task 3).</li> </ul>	
	<ul style="list-style-type: none"> <li>File all documentation in Professional Experience folder which should be available for your supervising teacher and ULO to view.</li> </ul>	
	<ul style="list-style-type: none"> <li>Review Week 2 and discuss your planning for Week 3 with supervising teacher.</li> </ul>	
	<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 recorded on the front page of the report.</li> </ul>	
Week 3	<ul style="list-style-type: none"> <li>Continue assisting with daily operations of the service program and routines, taking a growing responsibility for caregiving routines, including mealtimes, toileting, and <b>handwashing</b>. Continue building relationships with families.</li> </ul>	
	<ul style="list-style-type: none"> <li>Continue to observe your focus children's play ideas, investigations, and learning as well as general documentation on the group of children. Document and analyse a <b>minimum of five observations per week on each focus child and five group observations per week</b>.</li> </ul>	
	<ul style="list-style-type: none"> <li>Monday – Wednesday: Plan, implement and evaluate <b>two play-based learning experiences and one group time per day</b> (include both indoor and outdoor environments).</li> </ul> <p>Thursday – Friday: Plan, implement and evaluate <b>all play-based learning experiences for half the day</b> (include both indoor and outdoor environments and group times). <i>The daily planning format provided as Professional Experience Document 5 is an example –if preferred, a daily planning format from your supervising teacher can be used.</i></p>	
	<ul style="list-style-type: none"> <li>Write a daily Personal and Professional Reflection.</li> </ul>	
	<ul style="list-style-type: none"> <li>Continue collecting evidence to include in your Professional Portfolio (Assessment Task 3).</li> </ul>	
	<ul style="list-style-type: none"> <li>Review Week 3 and discuss your planning for Week 4 with supervising teacher.</li> </ul>	



PROGRAM PHASE	PLACEMENT TASKS FOR TEACHER EDUCATION STUDENT	TICK
<b>Week 4</b>	<ul style="list-style-type: none"> <li>Continue assisting with daily operations of the service program and routines, taking responsibility for caregiving routines, including mealtimes, toileting, and handwashing. Maintain relationships with families.</li> </ul>	
	<ul style="list-style-type: none"> <li>Plan, implement and evaluate <b>three full days this week</b>. This will include planning inside and outside environments, small group times, whole group times, and transitioning.</li> </ul>	
	<ul style="list-style-type: none"> <li>Write a daily Personal and Professional Reflection.</li> </ul>	
	<ul style="list-style-type: none"> <li>Collate evidence to include in your Professional Portfolio (Assessment Task 3) and submit through PebblePad by the due date as advised on the Subject Outline.</li> </ul>	
	<ul style="list-style-type: none"> <li><b>At the end of Week 4, ensure your Professional Experience Report is completed</b> 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.</li> </ul>	



## 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: Documenting Learning

<b>OBSERVATION TEMPLATE</b>		
<b>Date:</b>	<b>Time:</b>	<b>Place:</b>
<b>Child/children present:</b>		
<b>Observation:</b> What are the children doing, saying, and producing?		
<b>Interpretation of Child's/Children's Learning</b> 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.		
<b>Extending Learning:</b> 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.		



## Professional Experience Document 3: Learning Experience Plan

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



## Professional Experience Document 4: Group Time Plan

<b>LEARNING EXPERIENCE PLAN - GROUP</b>	
<b>Title:</b>  <b>Date, time and place:</b>	
<b>Summary of Observations and Interpretations:</b>  	
<b>Goals/Intentions for Children's Learning:</b> What do you want the children to learn? Make relevant links to the EYLF Learning Outcomes.	
<b>Resources/Materials Role of the Educator:</b> What materials/resources will you need for this What teaching strategies and questions will you use? group time experience?  .	What teaching strategies and questions will you use?
<b>Daily Reflections and evaluation</b> Reflect on children's engagement, learning and your role as the educator. Provide future ideas for planning.	





## Professional Experience Document 5: Daily Planning Template

<b>DAILY PLANNING</b>
<b>Title:</b>
<b>Date, time and place:</b>
<b>Summary of previous learning and play themes:</b> Consider questions such as: <ul style="list-style-type: none"> <li>• What are the links to your previous documentation?</li> <li>• What are the children interested in and excited about?</li> <li>• What ideas do parents and guardians have?</li> <li>• What ideas do the other educators in the room have?</li> <li>• What resources do you have access to?</li> <li>• What are the key EYLF Learning Outcomes that you are focussing on and why?</li> <li>• 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).</li> </ul> How will you ensure routines are catered for within the planning?
<b>List the resources that are required:</b>
<b>List some finger plays and songs that you can use throughout each day:</b>
<b>Plans for Indoor play spaces:</b> <ul style="list-style-type: none"> <li>• Don't forget to provide spaces for solitary, parallel and co-operative play.</li> <li>• Also consider providing some quiet-time learning experiences throughout the day.</li> </ul>
<b>Plans for Outdoor play spaces:</b> <ul style="list-style-type: none"> <li>• As above</li> </ul>
<b>Daily Reflections and evaluation</b> Each day you should consider questions such as: <ul style="list-style-type: none"> <li>• 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?</li> <li>• What worked and what didn't work?</li> <li>• 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?</li> <li>• Was I able to show an understanding of, and competently use, positive guidance practices appropriate to children birth-2 years?</li> <li>• 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?</li> <li>• Did I demonstrate the EYLF Principles and Practices in my planning and teaching?</li> </ul>



## Professional Experience Document 6: Reflections

<b>PERSONAL REFLECTION</b>
<p>Reflect in written form on the personal challenges and successes experienced during your placement.</p> <p>Ask yourself:</p> <ul style="list-style-type: none"> <li>• What were three things that went well today?</li> <li>• What is one thing I could do differently?</li> <li>• How am I planning to approach this tomorrow?</li> <li>• How am I feeling about this placement?</li> <li>• What am I learning?</li> <li>• How am I progressing towards each of my Professional Experience Goals?</li> </ul> <p>In the final week ask yourself:</p> <ul style="list-style-type: none"> <li>• How has this placement changed or reaffirmed my beliefs and values about the care and education for children aged birth-2 years?</li> <li>• How have I progressed towards achieving each of my professional Experience Goals?</li> </ul>
<b>PROFESSIONAL REFLECTION</b>
<p>Reflect in written form about the ways in which your practice may have demonstrated the EYLF elements of practice:</p> <p>Holistic approaches</p> <ul style="list-style-type: none"> <li>• Responsiveness to children</li> <li>• Learning through play</li> <li>• Intentional teaching</li> <li>• Learning environments</li> <li>• Cultural competence</li> <li>• Continuity of learning and transitions</li> <li>• Assessment for learning</li> </ul> <p><b>Give authentic examples of interactions from your day to illustrate what you mean by these.</b></p>

