SCHOOL OF EDUCATION (Vic)

Professional Experience Program

Bachelor of Education (Early Childhood and Primary)

EDFX111

GUIDELINE BOOKLET
For
Pre-service Early Childhood Teachers
Associate Early Childhood Teachers
Early Childhood Centre Coordinators
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EDFX111 Professional Experience Early Childhood 1 (0-2)  
Observation & Interactive Experience

Pre-service Early Childhood & Primary Teachers  
(Please note - ‘pre-service early childhood and primary teacher’ and ‘pre-service teacher’ refer to the same person in this document.)

These pre-service early childhood and primary teachers are undertaking a four year teaching course. Their program is outlined in table 1 appended to this booklet. The unit EDFX 111 is the first of five placements provided for the Professional Experience component of the course. The formal Unit Outline for EDFX 111 follows.

UNIT CODE: EDFX111  
UNIT TITLE: PROFESSIONAL EXPERIENCE EARLY CHILDHOOD 1  
CREDIT POINTS: 0  
PRE-REQUISITE: NIL  
CO-REQUISITE: NIL

UNIT DESCRIPTION:
This unit orients the early childhood pre-service educator to the profession by emphasising guided observation and responsive care giving for children aged 0-2. The unit enables familiarisation with early childhood centres and staff and provides opportunities for professional interaction with colleagues working with children under two. This unit offers opportunities to develop an awareness of the unique strengths, interests and emerging development of infants and toddlers and provides for the application of knowledge of child development and well being. Through observation and discussion the student is able to understand and develop elementary skills of teaching and learning and guiding behaviour and to plan, implement and evaluate play and learning experiences responsive to the child/children and the socio-cultural context.

LEARNING OUTCOMES:
At completion of this unit students will be able to:

- Identify the characteristics of effective contemporary early childhood settings for 0-2 year olds
- Commence the transition from student to early childhood educator and care giver
- Transfer theoretical information in relation to child development, learning and pedagogy as discussed in lectures to the practical setting of the early childhood education setting
- Develop strategies for developing positive relationships with children, families and colleagues
- Interact effectively with children aged 0-2 in play and care giving situations
- Become aware of and be able to implement the basic skills and techniques associated with the education and care of 0-2 year olds
- Observe individual and small groups of children and use these observations to implement and evaluate a number of planned and spontaneous play and learning experiences
- Begin a collation of practical teaching resources, including relevant literature, references, educational games, kits, teaching schemes, audio-visual equipment and educational toys
- Observe specific features of early childcare centre interaction and professional roles and responsibilities
- Demonstrate understanding of organisational aspects of early childcare centres.
- Communicate and interact professionally with other staff and/or within the community/setting
CONTENT:
Topics will include:

Planning and preparation

- Identifying family, community and cultural perspectives relevant to the setting
- Observation of individual and small groups of children in 0-2 age range.
- Identifying the knowledge, skills and concepts being developed through planned and spontaneous play and caregiving experiences
- Specifying possible outcomes, resources and strategies for planned and spontaneous play/learning and caregiving experiences that link to observations of play and learning
- Identifying and taking appropriate steps in particular play, learning and caregiving experiences and to sequence those steps
- Devising a variety of teaching approaches, with particular emphasis on the active engagement of the children and the use of play and learning resources

Sensitivity to children’s learning

- Listening to, and building on, children’s responses
- Indicating awareness of individual and group responses
- Reflecting awareness of family, community and cultural context

Guiding Behaviour

- Organising small groups including organising materials and caregiving routines to build positive relationships and to create an environment that supports child initiated play and learning

Relationship with children

- Developing a professional, sensitive and nurturing relationship with children both as individuals and in small groups

Teacher attitudes

Learning how the early childhood educator strives to develop and demonstrate:

- Ethical awareness
- A positive manner
- Professional communication styles and processes
- Confidence and initiative
- The values of fairness and mutual respect.

ASSESSMENT:

Assessment will involve students providing evidence of the outcomes for this field based unit through, for example, a portfolio that demonstrates observation, planning, professional interactions and critical reflection on teaching and learning experiences.

KEY REFERENCES

TEXTS:
Books:

Professional experience units do not involve lectures or tutorials where discussion of readings might take place. The focus of these units is on classroom practice and developing skills of professional interaction. The content for this comes from theoretical units such as Context for Learning and Development, Early Childhood Education 1 and curriculum studies (such as Creative Arts Education 1, Children’s Literature for Literacy) which have their own reference lists. Thus the references cited below are seen as generic in relation to professional experience, containing material students may draw upon for discussion of specific aspects of the practicum. They should also be seen in a developmental context. It would be expected that a final unit student would read into these references a more subtle understanding than would
a first level student. Hence it is appropriate that these references be common to each professional experience unit.

This unit draws upon texts from the theoretical units which support Professional Experience. The following texts are specific to Professional Experience.


**EDFX 111 LINKS WITH YEAR 1 EDUCATION STUDIES UNITS**

Examples are noted in the following chart.

<table>
<thead>
<tr>
<th>PEP</th>
<th>Learning Outcomes</th>
<th>Examples of links to other unit learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFX111 Professional Experience Early Childhood 1 (0-2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify the characteristics of effective contemporary early childhood settings for 0-2 year olds</td>
<td>EDFD136 Analyse significant theories, models, themes and interdisciplinary influences on early childhood education – past and present from multiple perspectives</td>
</tr>
<tr>
<td></td>
<td>• Transfer theoretical information in relation to child development, learning and pedagogy as discussed in lectures to the practical setting of the early childhood education setting</td>
<td>EDCU101 Explore contemporary early childhood curriculum initiatives and directions and identify the challenges that these present for curriculum decision-making in the non-compulsory and compulsory early years of schooling</td>
</tr>
<tr>
<td></td>
<td>• Develop strategies for developing positive relationships with children, families and colleagues</td>
<td>EDFD136 Examine the continuing effects of changing socio-cultural contexts and advances in technology, including ICT on the child, the family and early childhood education programs and services</td>
</tr>
<tr>
<td></td>
<td>• Interact effectively with children aged 0-2 in play and caregiving situations</td>
<td>EDFD136 Critically reflect on their assumptions about the child, the family and early childhood education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDFD227 Explain the significance of advocacy for the child, the family and early childhood education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify and critically analyse processes involved in establishing effective communication networks that exist to build continuities for the child’s learning;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDCU101 Plan and evaluate a sequence of indoor and outdoor learning activities that actively</td>
</tr>
</tbody>
</table>
engages the child in learning;
Create and evaluate practical play-based activities that might support young children's holistic learning and development
EDCU101
Use and evaluate a range of observations and child study techniques
EDFD136
Report on active engagement in community based early childhood services and settings
EDFD227
Identify and reflect on attributes of the early childhood teacher
Reflect on the purpose for establishing collaborative partnerships within the school and broader community and describe processes that may promote continuity of learning for each child

STRUCTURE OF THE UNIT

EDFX 111 is offered in Semester 2 of Year 1 of the course. Undertaken over 20 days (10 Mondays and a 10 days block), the Unit involves the following:

- **OBSERVATION**
  Mondays 1-5 August 4, 11, 18, 25; September 1

- **OBSERVATION & SHARED INTERACTIONS**
  Mondays 6-10 September 8, 15; October 6, 13, 20

- **OBSERVATION & SHARED INTERACTIONS**
  10 days block November 24 – December 5

FOR THE EARLY CHILDHOOD CENTRE COORDINATOR AND ASSOCIATE EARLY CHILDHOOD TEACHER

1. This is the first teaching placement experience for this pre-service early childhood and primary teacher and is the beginning of his/her professional development program. The structure of this unit is planned to introduce the pre-service early childhood teacher to the early childhood setting, management and organisation practices and the work of the early childhood professional.

2. As many pre-service early childhood and primary teachers will be unfamiliar with early childhood centre administration and organisation, it is recommended that these pre-service teachers be given an opportunity to move throughout the centre observing its overall operation. Pre-service teachers should also observe the early childhood teachers working with children at different age levels.

3. During this phase of their education, pre-service early childhood and primary teachers are encouraged to work in a collegial and collaborative manner with their peers. It is requested that these pre-service teachers be allocated one hour per week during the 10 days block in order to meet with each other to reflect collaboratively on their observations and experiences. In the case of only one pre-service teacher being assigned to an early childhood centre we request, where feasible, that collegial support for the weekly reflective task be provided by the Early Childhood Centre Coordinator. Time will be provided on campus for collaborative reflection on the individual Monday experiences.

4. Please encourage the pre-service early childhood and primary teacher to carry out his/her expectations and responsibilities as set out in this booklet.
EDFX111 – OBSERVATION & INTERACTIVE EXPERIENCE

It is envisaged that these observation days and interactive experience will help prepare the pre-service early childhood and primary teacher for successful supervised experiences later in the course and assist in developing the pre-service teacher’s confidence and ability to interact with the children from ages 0 to 12. It is anticipated that these days will allow the pre-service teacher to develop and establish an appropriate professional rapport and working relationship with staff in his/her assigned centre/setting. It is expected that pre-service teachers will have completed adequate preparations so that their general ability to observe and interact with staff and children according to their phase of teacher education will be enhanced.

Pre-service early childhood and primary teachers should become familiar with the resources available at the early childhood centre/setting and commence to develop a resource folio.

To enable the pre-service early childhood and primary teachers to achieve the learning outcomes noted in the unit outline, these pre-service teachers are required to note their observations in a journal which is to be devoted to their experiences in early childhood centres/settings. Specified tasks must be completed and also recorded in the early childhood journal.

MONDAYS 1 – 5

A. The pre-service early childhood and primary teachers are required to complete the set tasks noted below. They are also required to record their responses and comments in their early childhood journal.

Task 1 Draw a plan of the physical arrangement of the care giving spaces (e.g. children’s sleeping, eating, and play areas, the toilet and bathroom facilities) and the staff and administration facilities. Add a key and supply relevant information.

Task 2 Discuss with the early childhood centre coordinator/supervisor or consult the centre’s/setting’s policy documents to determine the following information:

(a) the centre’s/setting’s objectives
(b) ethics and staff code of conduct
(c) responsibilities concerning children
(d) responsibilities to parents/guardians
(e) risk management plan
(f) fire evacuation plan
(g) disaster plan

Task 3 Note other policy documents at the centre/setting and their purpose

Task 4 How does the centre/setting communicate with parents about each child’s social, emotional and cognitive state/development?

Task 5 What arrangements are in place for children to enter and leave the centre/setting?

Task 6 Describe how activities are coordinated, planned and implemented

Task 7 Commence a resource folio and begin to collate practical teaching resources, educational toys and games.
MONDAYS 6 - 10

B. The pre-service early childhood and primary teachers are required to complete the tasks noted below. They are also required to record their responses and comments in their early childhood journal.

Task 1 List the major play/teaching resources available at the centre/setting. Note how the resources are stored and draw a plan showing the type of storage and the storage area in relation to the other facilities. Add a key and supply relevant information.

Task 2 Choose a resource that you have observed being used. Complete the following:
(a) name of resource
(b) cost
(c) purchasing source
(d) purpose of the resource
(e) how the resource is used
(g) comment on its educational effectiveness.

Task 3 Describe and comment on at least four different interactions between staff and children.

Task 4 Make a copy of an associate early childhood teacher’s daily program. Determine the purpose of the program and discuss its value to the overall operation of the centre/setting and the wellbeing of the children.

Task 5 Continue to develop a resource folio and to collate practical teaching resources, educational toys and games.

C. Participate in as many shared interactions between staff and children as the associate early childhood teacher deems appropriate.

D. As reflection is part of professional practice, each pre-service early childhood and primary teacher is required to record daily his/her reactions to the day’s activities and learning experiences in his/her early childhood journal.

LEGAL LIABILITY

While it is desirable for the pre-service early childhood and primary teacher to become fully involved in the centre’s/setting’s activities, it should be noted that the pre-service teacher does not assume the legal responsibility of an employed fully qualified and registered teacher. **No pre-service teacher should be left alone with children.** The Early Childhood Centre Co-ordinator and staff of the centre/setting are legally responsible for their children at all times.
PROFESSIONAL RESPONSIBILITIES

Before leaving the University all pre-service early childhood and primary teachers have been reminded of the following matters:

1. to take part in all forms of supervision and staffroom commitments, when and where appropriate
2. to maintain at all times conduct which is responsible and professional
3. to establish a caring and conscientious image for children to model
4. to dress professionally
5. to assist in the care of the centre/setting where appropriate
6. to arrive no later than 8.30 a.m. each morning and to remain to at least 4.00 p.m. daily. Some centres/settings may require earlier arrival times and later departure times
7. to inform the Early Childhood Centre Coordinator no later than 8.00 a.m. if the pre-service teacher is unable to attend the centre/setting on a particular day. Failure to do this is to be reported to the University without delay, as this may constitute a Fail in the teaching experience. (A Doctor's certificate should normally be provided.)
8. All absences will need to be made up. Please negotiate such arrangements with your assigned centre/setting and notify your local campus Professional Experience Office of the number of days to be made up. Pre-service teachers will be required to arrange and make up time lost because of illness or misfortune and provide signed evidence from the centre/setting that the time lost has been made up.

Please note: If the pre-service early childhood and primary teacher is not fulfilling these responsibilities satisfactorily, the associate early childhood teacher is requested to discuss the situation with the pre-service teacher and the Early Childhood Centre Coordinator. If there is further concern on the part of the associate early childhood teacher or the Early Childhood Centre Coordinator about a pre-service teacher's performance, attitude or professional conduct, please notify the University as soon as possible.

It is important that each pre-service early childhood and primary teacher demonstrates and maintains a high standard of performance and commitment throughout the professional experience program.
SUPERVISORY TASKS

ASSOCIATE EARLY CHILDHOOD TEACHER

1. Plan in advance any specific activities/interactions required.
2. Write comments on the pre-service early childhood and primary teacher’s efforts in his/her early childhood journal.
3. Discuss with the pre-service early childhood and pre-service teacher your evaluative comments recorded in (2) above.
4. Provide written documentation for the Progress Review.
5. Complete the appropriate sections of the Professional Experience Report Form.

EARLY CHILDHOOD CENTRE COORDINATOR

1. Ensure that the pre-service early childhood and primary teacher is made familiar with the nature and organisation of the centre/setting; the centre/setting’s objectives and routines and the expectations concerning the conduct and professional responsibilities of the pre-service teacher whilst in the centre/setting.
2. Assist the associate early childhood teacher with the organisation and recording of the Progress Review.
3. Facilitate the consultation process between all parties concerned with the Progress Review.
4. In conjunction with or on behalf of the Early Childhood Centre Co-ordinator, observe the pre-service early childhood and primary teacher in an activity situation and write an evaluation in the pre-service teacher’s early childhood journal.
5. Bring any perceived problems to the attention of the University Professional Experience Office at the appropriate campus.
6. Complete the appropriate section of the Professional Experience Report Form.

SUPERVISION

University staff will either visit or make telephone contact regarding this phase of the pre-service and early childhood teacher’s professional experience program.

It should be remembered that at all times associate early childhood teachers, Early Childhood Centre Coordinators and pre-service early childhood and primary teachers may request a University supervisor to visit a centre/setting if any concerns or difficulties arise.

The associate early childhood teacher, with assistance from the Early Childhood Centre Coordinator, should organise and record a Progress Review and, after discussion with the pre-service early childhood and primary teacher, this Review report should be signed by the associate teacher and the pre-service teacher. These reports and such Reviews will identify the strengths and areas of focus for the remainder of the pre-service teacher’s placement experience and will make recommendations for the pre-service teacher’s further professional practice.

The Early Childhood Centre Coordinator is asked to ensure that a Progress Review has taken place.

Where a pre-service early childhood and primary teacher has been identified as "at risk" by the centre/setting, specialist supervision will be provided for him/her.
PAYMENT FOR SUPERVISION OF PRE-SERVICE EARLY CHILDHOOD AND PRIMARY TEACHERS’ PLACEMENT ROUND

Australian Catholic University pays for the supervision of Pre-service Early Childhood and Primary Teachers’ practical placements in accordance with the relevant award and/or agreement. The rate at which payment is made is the rate included in the current award. Payment is made only for supervised placement/teaching practice, which requires the completion of written evaluation and reports (i.e. in the Pre-service Teacher’s lesson plans and, where applicable, the Progress Report and End of Round Report Forms).

The claim form for payment for supervision will be sent to your centre/school. Please forward this claim form within 4 weeks of the completion of the teaching round to the Melbourne campus as per the address details on the centre/school payment claim form, to facilitate prompt payment. Payment can only be made on the return of the claim form.

GRADING & EVALUATION

GRADE SCALE

PASS

The pre-service early childhood and primary teacher is demonstrating competence in the areas outlined in the Unit Learning Outcomes.

The pre-service early childhood and primary teacher self-evaluation comments are perceptive. He/she is aware of areas which require further refinement to enhance his/her overall performance and interpersonal skills. The pre-service teacher is initiating alternative strategies as stated in his/her recommendations.

The pre-service teacher displays an excellent attitude relating to relationships with children and staff and to generating a caring, dedicated teacher model.

The desired outcomes of the PEP round and relevant Report Form descriptions should be used to determine a grade.

FAIL

A Fail will be awarded to any pre-service early childhood and primary teacher who is not performing satisfactorily in terms of achieving 90% of the unit outcomes.

There may prevail an attitude of poor motivation, a lack of commitment and inconsistent endeavour to upgrade his/her professional approach and to modify his/her general ineptitude. The pre-service teacher may demonstrate problems in relating effectively with children as well as working cooperatively with staff. Also, the pre-service teacher may demonstrate a lack of knowledge considered appropriate for his/her phase of teacher education.

When a Fail is awarded, the pre-service early childhood and primary teacher will be required to attend a meeting conducted by a Review Committee to evaluate circumstances leading to the Fail grade. The pre-service teacher will be required to repeat the PEP round at the next available Professional Experience time on the University calendar.
DETERMINING A GRADE REFLECTING A PRE-SERVICE EARLY CHILDHOOD AND PRIMARY TEACHER'S PERFORMANCE

The expectation from the perspective of the University is that centre/setting personnel recommend a grade for the pre-service early childhood and primary teacher's performance.

The final award of the grade will be the responsibility of the University.

The pre-service early childhood and primary teacher is expected to maintain his/her level of competence until the PEP round concludes. Any deterioration in the pre-service teacher's teaching/management, attitude or professional conduct may jeopardise the pre-service teacher's PASS grade. If there are qualitative changes in the pre-service teacher's teaching performance and/or conduct, the PASS grade may be withdrawn and a FAIL grade substituted.

Pre-service teachers should contact the University Supervisor and/or Professional Experience Office to discuss any concerns with regard to the PEP round. If University personnel are not aware of such problems during the round, it may be too late at the end of the round to reach an amicable solution.

RETURN OF THE PROFESSIONAL EXPERIENCE REPORT FORM

As with assignments, pre-service early childhood and primary teachers are responsible for the return of their completed Report Forms. All pre-service teachers have been requested to collect their Report Form from their associate early childhood teacher or Early Childhood Centre Coordinator on his/her final afternoon at the centre/setting and return it to the PEP Administrative Officer, in person or by registered mail, to the University campus within one week of the PEP round.

Early Childhood staff are requested to ensure that the Report Forms have been completed prior to the conclusion of the round and are ready for collection by the pre-service early childhood and primary teacher on the final afternoon.

The University values the input of all parties involved in the supervision process. The quality of this involvement will determine to a large degree, the nature of the competence and professionalism generated in our pre-service early childhood and primary teachers.

Thank you for your co-operation.

PROFESSIONAL EXPERIENCE PERSONNEL

Professional Experience Administrative Officer
- Ballarat Campus (Aquinas) Mrs Gail Nowaski 5336 5428

Assistant Head of School (Professional Experience and Community Engagement) Dr. Peter Morris 5336 5381

APPENDIX 1 Program Map- Bachelor of Education (Early Childhood and Primary)
APPENDIX 2 Insurance Statement
APPENDIX 3 Risk Management Plan
APPENDIX 4 Emergency Contact Form (copy only)
CHECKLIST

NB: The following checklist of tasks is to be completed by the pre-service early childhood and primary teacher and handed in to the Professional Experience Office at the conclusion of the professional experience round.

Observation Experience

1. Mondays 1 – 5 Part A - Check off tasks as completed

2. Mondays 6 – 10 Part B - Check off tasks as completed

3. Shared interactions – Part C
List the range of interactions experienced and record the number of times you were engaged in each interaction.

Example:

<table>
<thead>
<tr>
<th>Number</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>telling stories</td>
</tr>
<tr>
<td>4</td>
<td>organising children's dismissal</td>
</tr>
</tbody>
</table>

4. Check off your individual daily visits with the centre/setting throughout Semester 2.

   Monday 4<sup>th</sup> August

   Monday 18<sup>th</sup> August

   Monday 1<sup>st</sup> September

   Monday 15<sup>th</sup> September

   Monday 13<sup>th</sup> October

   Monday 11th August

   Monday 25<sup>th</sup> August

   Monday 8<sup>th</sup> September

   Monday 6th October

   Monday 20th October

Signed: _________________________________ Early Childhood Centre Coordinator
Date: ________________________________

Signed: _________________________________ Pre-service early childhood and primary teacher
Date: ________________________________

TOTAL NUMBER OF DAYS ATTENDED
## APPENDIX ONE

### PROGRAM MAP

#### Bachelor of Education (Early Childhood and Primary)

<table>
<thead>
<tr>
<th>Associate Degree in Early Childhood Education</th>
<th>Bachelor of Teaching (Early Childhood)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2</strong></td>
<td><strong>Semester 3</strong></td>
</tr>
<tr>
<td>EDFD127 Contexts for Learning and Development</td>
<td>EDFD136 Early Childhood Education 2 – The Ecology of Childhood</td>
<td>ECU202 Early Childhood Education 4 – Building Curriculum Connections and Continuities</td>
</tr>
<tr>
<td>ECU101 Early Childhood Education 1 – Early Childhood Curriculum and Pedagogy</td>
<td>EDFD227 Early Childhood Education 3 – Partnerships for Learning</td>
<td>EDFD221 Creating Safe, Inclusive and Supportive Schools/Settings</td>
</tr>
<tr>
<td>EDAR308 Creative Arts Education</td>
<td>EDPH306 Personal Development, Health and Physical Education</td>
<td>EDLA204 Literacy Education 1</td>
</tr>
<tr>
<td>EDLA108 Children’s Literature for Literacy</td>
<td>EDST107 Science and Technology for Primary Teaching / Early Childhood 1</td>
<td>EDMA202 Mathematics : Learning and Teaching 1</td>
</tr>
<tr>
<td>EDFX111 Professional Experience Early Childhood 1 (0-2)</td>
<td>EDFX215 Professional Experience Early Childhood 2 (3-5)</td>
<td>EDFX207 Community Engagement Program</td>
</tr>
<tr>
<td>EDFX314 Professional Experience Early Childhood 3 (5-8)</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>EDFX413 Professional Experience 4 (5-12)</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

* There may be some changes in the semesters in which these units are offered

** There may also be professional experience in this semester
APPENDIX TWO

INSURANCE STATEMENT

To Whom It May Concern:

‘Employers those who provide industry experience for students of Australian Catholic University’

The purpose of this letter is to advise organisations who provide unpaid industry experience to students of Australian Catholic University in relation to course requirements, that the following insurance covers have been arranged by the University with Catholic Church Insurances Limited at Level 1, 45 Clarence Street, Sydney NSW 2000, Australia:

1. Public Liability Insurance (worldwide)
   Policy Number: 02.PLG. 0102913
   Period of Cover 31/10/07 to 31/10/2008

2. Students Work Experience Personal Accident Insurance
   Policy Number: 02.PAE. 110727
   Period of Cover 31/10/07 to 31/10/2008

3. Professional Indemnity Insurance
   Policy Number: 02.PRS. 0126023
   Period of Cover 31/10/07 to 31/10/2008

I can be contacted on (02) 9739 2945, if you require further information

Rajan Wijey
Insurance Manager
APPENDIX THREE

ACU National

School of Education (Vic)
PROFESSIONAL EXPERIENCE PROGRAM

RISK MANAGEMENT PLAN

This Risk Management Plan is the School of Education’s endeavour to provide guidelines for the School of Education’s partnership with the four following groups. These four groups are:

1. Early Childhood Centre Co-ordinators/Student Teacher Co-ordinators
2. Associate Teachers (includes early childhood, primary and secondary)
3. Children (0-5)/school pupils/students
4. Pre-service teachers (includes early childhood, primary and secondary)

1. Early Childhood Centre Co-ordinators/Student Teacher Co-ordinators
The School of Education aims to
- ensure that correct procedures are followed by the University when contacting the practical experience early childhood centre/setting or placement school. The Early Childhood Centre Co-ordinator/Student Teacher Co-ordinator is normally the first point of contact for arranging placements and he/she should be provided with all necessary documentation.
- provide assistance and support to the Early Childhood Centre Co-ordinator/Student Teacher Co-ordinator when required/requested.

2. Associate Teachers
The School of Education aims to
- ensure that Associate Teachers are provided with detailed documentation concerning their rights and responsibilities for supervising pre-service teachers at the pre-service teachers' level of teacher education/practical experience.
- ensure that the pre-service teacher assigned to the Associate Teacher has had the opportunity to develop interpersonal skills appropriate to the pre-service teacher’s age level and level of teacher education.
- provide appropriate support for the Associate Teacher from the University Professional Experience Office and the University Supervisor.

3. Children (0-5)/school pupils/students
The School of Education aims to
- ensure that pre-service teachers have valid “Working with Children Checks” (WWCC) for early childhood centres/settings/Victorian schools and, when necessary, valid police checks/relevant police check documentation for teaching in early childhood centre/settings/schools, interstate in Australia or overseas. These WWCC/police checks must be sighted and authenticated before pre-service teachers will be permitted to undertake their Professional Experience in early childhood centres/settings and
schools. Pre-service teachers must carry their WWCC/police checks at all times when working with children.
- ensure that pre-service teachers have had the opportunities to be well prepared with the academic knowledge and professional skills required for caring and teaching in early childhood centres/settings, in the inclusive classroom, and relevant to their level of teacher education.
- ensure that pre-service teachers have had the opportunities to develop interpersonal skills appropriate to their age levels and level of teacher education.
- ensure that pre-service teachers are well briefed concerning their rights and responsibilities in dealing with children (0-5)/school pupils/students.
- ensure that pre-service teachers are de-briefed effectively following their professional experience teaching rounds.
- provide the pre-service teachers with time for oral and written reflection and evaluation following their teaching rounds, apart from the required reflection and evaluation during their teaching rounds.

4. Pre-service teachers
The School of Education aims to
- ensure pre-service teachers have valid “Working with Children Checks” (WWCC) for teaching in early childhood centres/settings/Victorian and the necessary and appropriate police checks/police documentation for caring and teaching interstate and overseas. These WWCC/police checks are sighted and authenticated before pre-service teachers will be permitted to undertake their Professional Experience in early childhood centres/settings and schools. Pre-service teachers must carry their police checks at all times when working with children.
- ensure that international pre-service teachers have obtained the relevant police check from their home country and from any other country/ies where they have been domiciled for twelve months or more for the last ten years. These police checks are sighted and authenticated before pre-service teachers will be permitted to undertake their Professional Experience in early childhood centres/settings and schools. Pre-service teachers must carry their WWCC/police checks at all times when working with children.
- ensure the physical, mental and social wellbeing of pre-service teachers. The University provides an emergency contact form for each pre-service teacher to include relevant, confidential details. This form may be lodged with the appropriate authorities at the site/school of practical experience and used in time of necessity.
- provide the pre-service teachers with opportunities to obtain the necessary academic and professional preparation appropriate to the pre-service teachers’ level of teacher education and practical experience.
- provide opportunities for briefing sessions which outline the rights and responsibilities of pre-service teachers appropriate to their level of teacher education and practical experience.
- provide opportunities for de-briefing for pre-service teachers following the prescribed practical experience.
- provide opportunities for both oral and written reflection, following the prescribed practical experience.
- provide University support for pre-service teachers when needed/requested, during the practical experience.
- use the Professional Experience Report Form to assist pre-service teachers with their further development.
- schedule review meetings for pre-service teachers who are deemed at risk during and following practical experience.
- ensure that appropriate insurance cover is in place for pre-service teachers when in authorised practical teaching settings.
Emergency Contact Form

Pre-service early childhood and primary teachers are requested to complete this form and, on the first day of the PEP round, leave it with office personnel in a sealed envelope marked “Confidential”.

In the case of an emergency, the centre/setting will contact the designated person(s) below.

Pre-service early childhood and primary teacher’s name: ________________________________

Contact Person(s) Name: ___________________________________________________________

Contact Phone Number(s): ________________________________

In the case of an emergency, I __________________________ give the centre/setting, where (pre-service teacher)
I am placed for the PEP round, permission to seek medical assistance or call an ambulance as deemed necessary.

Signature: ________________________________

Medicare Number: ________________________________

Ambulance Subscription: ________________________________

Please list any Allergies: ________________________________

Important Medical Information: ________________________________
(E.g. Asthmatic, Diabetic etc.)
Are you presently on Medication. Please list with dosage: ________________________________

Blood Group: ________________________________

The above information is confidential and this form will be collected by the pre-service teacher at the conclusion of the Round.