SCHOOL OF EDUCATION (ACT)

BACHELOR OF EDUCATION (EARLY CHILDHOOD & PRIMARY)

PROFESSIONAL EXPERIENCE GUIDELINES
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INTRODUCTION

Welcome to the 2008 Professional Experience Program for the Australian Catholic University (ACU National) Early Childhood course.

This handbook is designed to meet the needs of the early childhood service provider, Associate Early Childhood Educators, ACU National Representatives and ACU National pre-service educators as they participate in the professional experience component of the early childhood education program. The course in early childhood education is delivered by the Faculty of Education. There is a staged program consisting of three tiers - the Associate Degree in Early Childhood Education, Bachelor of Teaching (Early Childhood) and Bachelor of Education (Early Childhood and Primary).

The Professional Experience program aims to provide opportunities for pre-service educators to apply and reflect upon a diverse range of professional practices appropriate for children in early childhood settings. Through participation in a developmental sequence of professional experiences appropriately positioned throughout the course pre-service educators come to appreciate the complexities of the early childhood environment and the commitment and responsibility required of those entering the early childhood profession. The high standard set by our pre-service educators in past years is a model to be maintained by those entering this new program in 2008 - the inaugural year for the course.

To ensure the ongoing quality of the program we welcome your feedback at any time and more formally at the completion of each practicum. In 2008, all handbooks and early childhood pre-service educator report proforma are available on the ACT School of Education website at http://my.acu.edu.au/fed/sedact/fxp/

Expectations for each year level differ and, naturally, increase as pre-service educators gain confidence and experience. Through the on-going support of early childhood service providers and close collaboration between Associate Educators, ACU National Early Childhood Representatives and Early Childhood Professional Experience Coordinators, ACU National pre-service educators are provided with the opportunity for growth and learning in a welcoming early childhood service provider community.

The Australian Catholic University, Canberra Campus, extends its appreciation to all participants involved in the program.

Dr Carolyn Broadbent
Head, School of Education (ACT)

EARLY CHILDHOOD PROFESSIONAL EXPERIENCE OFFICE CONTACT DETAILS

Early Childhood Professional Experience Coordinator

Dr Carolyn Broadbent
Ph: (02) 6209 1134  Fax: (02) 6209 1213
Email: carolyn.broadbent@acu.edu.au

Early Childhood Professional Experience Officers

Mrs Gillian Styles & Mrs Carolyn Harkness
Ph: (02) 6209 1217  Fax: (02) 6209 1185
Email: fieldexperience@signadou.acu.edu.au
Office hours: 9.30am-4.30pm, Wednesdays only

Early Childhood Office:

Room 226, Signadou Building, ACU National – Canberra Campus. 223 Antill Street, Watson, ACT, 2602.
PO BOX 256, Dickson, ACT, 2602.

If the phone is unattended please leave a message or call reception on (02) 62091100. If your call is urgent please phone the Early Childhood Professional Experience Coordinator or alternatively send an email or fax.
ACU National pre-service educators are guided in their professional practice by the Faculty of Education’s graduate attributes.

**INTELLECTUAL**
ACU National graduates will have an understanding of themselves as learners and educators and demonstrate, practise and exemplify a commitment to lifelong learning.

They will strive to:
- meet intellectual challenges using a range of cognitive processes, such as problem solving, critical thinking and creativity
- be reflective, independent and flexible thinkers who are open to new ideas and ways of learning
- engage in independent and collaborative learning as an ongoing search for meaning and understanding
- understand the interconnected nature of knowledge and multidisciplinary approaches to learning
- understand the purpose of research and be able to undertake research in a range of professional settings
- communicate with clarity and fluency in a range of forms and for a variety of purposes.

**PROFESSIONAL**
ACU National graduates will have a comprehensive knowledge of education and the expectations of employing authorities, the qualities and skills required to undertake professional responsibilities and leadership roles and an informed commitment to professional values and ethics.

They will strive to:
- model ethical conduct in the performance of professional duties and responsibilities
- demonstrate a commitment to professional growth
- engage in research and scholarship in a way that informs professional practice
- be open to and be able to manage complexity and change
- have communication skills that reflect an understanding of self and others in the learning environment
- promote a flexible, independent and dynamic learning environment using appropriate technologies
- engage in learning communities in an open and responsive manner that inspires and empowers others.

**VALUES**
ACU National graduates will value and respect the dignity of all persons and their life journeys as a source of spirituality, meaning and ethical behaviour.

They will strive to:
- value the spiritual dimension of life and work
- demonstrate an understanding of and a concern for the rights of all people
- respect the richness of religious, social and cultural diversity
- acknowledge Indigenous Australians’ deep spiritual relationship with the land and value and respect Indigenous cultures
- engage in the community in ways that promote inclusivity and a sense of belonging
- have a futures/global perspective that promotes sustainable and equitable engagement with the Earth and its peoples
- be agents of change in working for an equitable and just society.
# PROGRAM OF STUDY

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<td><strong>EDFD314</strong> Early Childhood Studies 5 – Early Childhood Leadership</td>
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<td><strong>EDFD452</strong> Transition to the Profession</td>
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<td><strong>EDPH306</strong> Health and Physical Education</td>
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<td><strong>EDSS322</strong> Studies of Society and its Environment</td>
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<td><strong>EDMA202</strong> Mathematics: Learning and Teaching 1</td>
<td><strong>EDST201</strong> Science and Technology Education</td>
</tr>
<tr>
<td><strong>EDRE101</strong> Religious Education 1 or Elective</td>
<td><strong>EDMA309</strong> Exploring Mathematics 1</td>
</tr>
<tr>
<td><strong>EDLA310</strong> Mathematics: Learning and Teaching 2</td>
<td><strong>EDST204</strong> Science and Technology for Primary Teachers 2</td>
</tr>
<tr>
<td><strong>EDLA309</strong> Literacy Education 2 or Elective</td>
<td><strong>EDLA309</strong> Exploring Mathematics 2</td>
</tr>
<tr>
<td><strong>EDST204</strong> Science and Technology for Primary Teachers 2</td>
<td><strong>EDRE102</strong> Religious Education 2 or Elective</td>
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<td><strong>EDLA108</strong> Children’s Literature for Literacy</td>
<td><strong>EDLA107</strong> Linguistics for Literacy</td>
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<td><strong>EDST107</strong> Science and Technology for Primary Teaching 1</td>
<td><strong>EDMA103</strong> Exploring Mathematics 1</td>
</tr>
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<td><strong>EDMA309</strong> Exploring Mathematics 2</td>
<td><strong>EDST204</strong> Science and Technology for Primary Teachers 2</td>
</tr>
<tr>
<td><strong>EDST204</strong> Science and Technology for Primary Teachers 2</td>
<td><strong>EDLA309</strong> Literacy Education 2 or Elective</td>
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<td><strong>EDFX111</strong> Professional Experience Early Childhood 1 (0-2)</td>
<td><strong>EDFX207</strong> Community Engagement Program</td>
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<td><strong>EDFX215</strong> Professional Experience Early Childhood 2 (3-5)</td>
<td><strong>EDFX314</strong> Professional Experience Early Childhood 3 (5-8)</td>
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<td><strong>EDFX413</strong> Professional Experience 4 (5-12)</td>
<td><strong>EDFD458</strong> Transition to the Profession</td>
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ROLE OF PARTICIPANTS IN THE PROFESSIONAL EXPERIENCE PROGRAM

ACU National Early Childhood Professional Experience Coordinator:
• responsible for course development and the effective management of the program in accordance with Faculty and ACU National policies.

ACU National Early Childhood Professional Experience Officer:
• supports the ACU National early childhood representative in the effective development, administration, and evaluation of programs, and
• maintains ongoing liaison and communication between the Early Childhood Professional Experience Office and the early childhood service providers, educators, ACU National pre-service educators, and ACU National early childhood representatives.

ACU National Early Childhood Representative:
• supports the work of the associate educators and pre-service educators,
• provides verbal and written feedback to ACU National pre-service educators, and
• assists in the assessment process.
• usually the contact person between the early childhood service provider and ACU National.

Early Childhood Director:
• responsible for the induction of ACU National pre-service educators into the early childhood service provider’s community.

Associate Educator:
• works with ACU National pre-service educators to assist and guide sound practice through the provision of both verbal and written feedback, and
• plays a major role in the assessment process.

Children (in the early childhood setting):
• very important participants in the program.

ACU National Pre-service Educator:
• works collaboratively with the associate educator to develop and facilitate high quality teaching and learning experiences for the children.

ACU National Professional Experience Advisory Committee:
• comprises representatives from ACU National, the CEO (Canberra/Goulburn diocese), relevant government instrumentalities, participating early childhood service providers and the student body,
• evaluates current practices and procedures for the improvement, revitalisation and maintenance of standards, and
• monitors the responsiveness of the ACU National Professional Experience Program to the needs of all stakeholders, including pre-service educators, early childhood entities, employing bodies and the University.
## OUTLINE OF PROFESSIONAL EXPERIENCE REQUIREMENTS

The ACU National Early Childhood course encompasses a three tiered program, the two-year Associate Diploma in Early Childhood Education, the three-year Bachelor of Teaching Early Childhood and the four-year Bachelor of Education Early Childhood and Primary.

The supervised field experience and block professional experience placements of the two-year Associate Degree have been designed to extend campus and web based studies to enable pre-service educators to complete the competencies included in the Diploma of Children’s Services (CHC50302) within the first two years.

Completion of the full four year Bachelor of Education (Early Childhood and Primary) will include supervised field experience and block professional experience placements that will enable graduating educators to meet the requirements for the various Australian states and territories and to have a broad knowledge of education and care from birth to age twelve.

<table>
<thead>
<tr>
<th>Bachelor of Education (Early Childhood and Primary)</th>
<th>Bachelor of Teaching (Early Childhood)</th>
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<tbody>
<tr>
<td><strong>Associate Degree in Early Childhood Education</strong></td>
<td><strong>EDFX215 Professional Experience Early Childhood 2</strong></td>
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<tr>
<td><strong>YEAR / LEVEL 1</strong></td>
<td><strong>Focus age: 3-5 years</strong></td>
</tr>
<tr>
<td>Semester 1</td>
<td><strong>Includes:</strong></td>
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<tr>
<td>Semester 2</td>
<td>o 24 guided field days</td>
</tr>
<tr>
<td><strong>EDFX111 Professional Experience Early Childhood 1</strong></td>
<td>o 20 days block practicum in settings for children aged 3-5 years.</td>
</tr>
<tr>
<td><strong>Focus age: 0-2 years</strong></td>
<td><strong>Includes:</strong></td>
</tr>
<tr>
<td><strong>Includes:</strong></td>
<td>o 20 guided field days</td>
</tr>
<tr>
<td>o 23 guided field days</td>
<td>o 20 days block practicum in settings for children aged 0-2 years.</td>
</tr>
<tr>
<td>o 27 days block practicum in settings for children aged 0-2 years.</td>
<td><strong>YEAR / LEVEL 2</strong></td>
</tr>
<tr>
<td>Semester 3</td>
<td><strong>Focus age: 5-8 years</strong></td>
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<tr>
<td>Semester 4</td>
<td><strong>Includes:</strong></td>
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<tr>
<td><strong>EDFX207 Community Engagement Program</strong></td>
<td>o 20 guided field days</td>
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<tr>
<td><strong>Focus age: 3-5 years</strong></td>
<td>o 20 days block practicum in settings for children aged 5-8 years.</td>
</tr>
<tr>
<td><strong>Includes:</strong></td>
<td><strong>YEAR / LEVEL 3</strong></td>
</tr>
<tr>
<td>o 24 guided field days</td>
<td><strong>Focus age: 5-8 years</strong></td>
</tr>
<tr>
<td>o 20 days block practicum in settings for children aged 5-8 years.</td>
<td><strong>Includes:</strong></td>
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<tr>
<td><strong>YEAR / LEVEL 4</strong></td>
<td>o 1 preparation day</td>
</tr>
<tr>
<td>Semester 7</td>
<td>o 46 days block practicum in settings for children aged 5-12 years.</td>
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<tr>
<td>Semester 8</td>
<td>o 1 reflective practice day</td>
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The supervised field experience and block professional experience placements of the two-year Associate Degree have been designed to extend campus and web based studies to enable pre-service educators to complete the competencies included in the Diploma of Children’s Services (CHC50302) within the first two years.

Completion of the full four year Bachelor of Education (Early Childhood and Primary) will include supervised field experience and block professional experience placements that will enable graduating educators to meet the requirements for the various Australian states and territories and to have a broad knowledge of education and care from birth to age twelve.
EDFX111 PROGRAM
DETAILS
# EDFX111 Program Overview

## Year / Level 1 – EDFX111 Professional Experience Early Childhood 1 – Requirements

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td><strong>Supervised Field Experience</strong></td>
<td><strong>Supervised Field Experience</strong></td>
</tr>
<tr>
<td>12 days that all students are required to attend.</td>
<td>11 days that all students are required to attend.</td>
</tr>
<tr>
<td><strong>2 Days at ACU:</strong></td>
<td><strong>1 Day at ACU:</strong></td>
</tr>
<tr>
<td>Wednesday 2 April – Induction workshop + introduction to e-Portfolios.</td>
<td>13 August – e-Portfolio workshop</td>
</tr>
<tr>
<td>Wednesday 09 April – Child Protection / Mandatory Reporting workshop</td>
<td><strong>8 Days at Placement:</strong></td>
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<tr>
<td><strong>8 Days at Placement:</strong></td>
<td>20 August, 27 August, 03 September, 10 September, 17 September, 24 September, 08 October, 15 October, 12 November</td>
</tr>
<tr>
<td>16 April, 23 April, 30 April, 07 May, 05 June, 06 June, 10 June, 11 June</td>
<td><strong>2 Days at ACU:</strong></td>
</tr>
<tr>
<td><strong>2 Days at ACU:</strong></td>
<td>Thursday 13 November – e-Portfolio presentations and Reflective Practice workshop</td>
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<tr>
<td>Thursday 12 June – e-Portfolio presentations and Reflective Practice workshop.</td>
<td><strong>Friday 14 November – Preparation for Block Practicum</strong></td>
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<tr>
<td>Friday 13 June – Preparation for Block Practicum</td>
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## Block Practicum

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tr>
<td><strong>14 days that all students are required to attend</strong></td>
<td><strong>13 days that all students are required to attend</strong></td>
</tr>
<tr>
<td><strong>13 Days at Placement:</strong></td>
<td><strong>12 Days at Placement:</strong></td>
</tr>
<tr>
<td>Monday 16 June – Wednesday 2 July</td>
<td>Monday 17 November – Tuesday 2 December</td>
</tr>
<tr>
<td><strong>1 Day at ACU:</strong></td>
<td><strong>1 Day at ACU:</strong></td>
</tr>
<tr>
<td>Thursday 3 July – e-Portfolio presentations and Reflective Practice workshop.</td>
<td>Wednesday 3 December – e-Portfolio presentations and Reflective Practice workshop.</td>
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</table>

Both the Guided Field Experience and the Block Practicum are closely linked to the Education Studies units: EDFD127 Contexts for Learning and Development & EDCU101 Early Childhood Education 1 – Early Childhood Pedagogy and Curriculum

Both the Guided Field Experience and the Block Practicum are closely linked to the Education Studies units: EDFD136 Early Childhood Education 2 – The Ecology of Childhood & EDFD227 Early Childhood Education 3 – Partnerships for Learning

Level 1 pre-service educators undertake professional experience as 23 guided field visit days, 27 days block practicum in setting for 0-2 years.

| 26 Days | 24 Days |
EDFX111 PROFESSIONAL EXPERIENCE EARLY CHILDHOOD 1

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, their staff and it also 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 wellbeing. 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 AND INDICATORS:
At completion of this Professional Experience students will be able to:

1. **Identify and support the implementation of the key components of effective contemporary early childhood settings for 0-2 year olds**
   - Identify and map the professional roles and responsibilities, and centre organisation
   - Support continuity of care between home and service and flexibility of routines
   - Demonstrate responsive and culturally sensitive relationships
   - Support the provision of aesthetically pleasing and home like environments
   - Support the provision of an adequate range and quantity of resources and toys and responsive to age/stage and cultural and linguistic context

2. **Commence the transition from student to early childhood educator and care giver**
   - Develop and maintain professional and ethical systems of record keeping and documentation
   - Ensure that professional experience documentation is available at all times for discussion and assessment
   - Demonstrate initiative and professionalism in contributing to centre routines and practices
   - Demonstrate values of fairness and respect in all interactions with children, families and colleagues
   - Engage families in conversations at arrival and departure times
   - Participate in care giving routines and play and learning experiences
   - Participate in centre meetings and events for children, staff and families
   - Be aware of and abide by ECA code of ethics and Department of Disability, Housing and Community Services (DHCS).

3. **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**
   - Reflect contemporary perspectives in interactions with children, families and colleagues
   - Demonstrate knowledge of ethics, confidentiality, attention to detail and sensitivity to children and families in documentation
   - Provide documentation that reflects contemporary theoretical perspectives in relation to children's play, development, learning and pedagogy

4. **Develop strategies for facilitating positive relationships with children, families and colleagues**
   - Oral and written communication reflects a range of methods of positive communication
   - Evidence of participation in centre meetings and events
   - Active participation in children's play and learning

Australian Catholic University 2008
5. **Become aware of and support the implementation of the basic skills and techniques associated with the education and care of 0-2 year olds**
   - Observe and support the implementation of health and hygiene practices – eg nappy change, meals, food preparation, rest times, control of infectious diseases
   - Observe and support the implementation of safety practices – OHS, (risk assessment, manual handling,
   - Interact and engage in children’s play and care giving in ways that demonstrate knowledge of play development and learning of children birth to 2 years.

6. **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**
   - Use a range of observation tools to observe and plan for the strengths, interests and emerging development of individual and small groups of children
   - Use developmental and socio-constructivist approaches in the analysis of observations and subsequent planning
   - Establish portfolios of children’s learning that include observations, work samples, photographs and other relevant documents
   - Plan, implement and evaluate small group experiences (2-4 children) which link to observations, actively engage children and use relevant children’s literature
   - Plan, implement and evaluate a small group experience (2-4 children) which link to observations, actively engage children and use one aspect of creative arts
   - Demonstrate responsive approaches and strategies for teaching and learning within the implementation of planned and spontaneous experiences
   - Utilise aesthetically pleasing and culturally relevant resources in the implementation of planned and spontaneous individual and small group experiences that support children’s observed strengths, interests and emerging development

7. **Begin a collation of practical teaching resources, including relevant literature, references, educational resources (teaching aids) and toys**
   - Include aesthetically pleasing and culturally diverse resources
   - Include children’s books (factual and story books), digital texts, poems, rhymes that reflect anti bias and social justice perspectives
   - Include artefacts that support and extend children’s interests and lived experience
   - Include a range or resources for creative arts experiences – music, dance, drama, visual arts

**ASSESSMENT:**
Assessment will involve students providing evidence of the outcomes for this field based unit through, for example, an e-Portfolio that demonstrates observation, planning, professional interactions and critical reflection on teaching and learning experiences.

**IMPORTANT DATES:**
1. **Induction workshop at ACU National – Wednesday 2 April:** 9:00 am – 4:00 pm in Lecture Room S2 (Signadou Building). All students are required to attend. Introduction to e-Portfolios and working in Child Care orientation.
2. **Notification of placements – Friday 4 April:** Students should check the Professional Experience notice board and email messages for details. Any difficulties should be referred to the Early Childhood Professional Experience Office immediately.
3. **Child Protection / Mandatory Reporting – Wednesday 9th April:** 9:00 am – 4:00 pm in Lecture Room S2 (Signadou Building). All students are required to attend.
4. **Supervised Field Days at placement:** 16 April, 23 April, 30 April, 07 May, 05 June, 06 June, 10 June, 11 June,
5. **e-Portfolio presentation and reflective practice workshop** – **Thursday 12 June**: 9:00 am – 4:00 pm in Lecture Room S2 (Signadou Building). All students are required to attend.

6. **Preparation for Block Practicum** – **Friday 13 June**: 9:00 am – 4:00 pm in Lecture Room S2 (Signadou Building). All students are required to attend.

7. **Block Practicum at placement**: Monday 16 June – Wednesday 2 July

8. **Reflection on Practicum** – **Thursday 3 July**: e-Portfolio and Reflective Practice workshop at ACU. Times 9:00 am – 4:00 pm in Lecture Room S2 (Signadou Building). All students are required to attend.

**PROFESSIONAL EXPERIENCE REQUIREMENTS**

(Please read in conjunction with the Pre-service educator Learning e-Portfolio)

An ACU National early childhood representative will make two visits to the early childhood service during this period to meet with the pre-service educators.

**Ongoing supervised field days**

When in early childhood placements, it is expected that pre-service educators will work with the early childhood service provider staff in either small groups or individually where appropriate. It is important that pre-service educators remain fully occupied while in the early childhood service setting and have the opportunity to experience a range of learning experiences across all stages of learning.

Setting and student evaluations indicate that the program works most effectively when pre-service educators are:

- provided with clear guidelines by the early childhood service provider regarding expectations and participation in the early childhood service provider community
- provided with a timetable of staff rotations at the start of the practicum
- able to observe and participate in program activities across the whole setting; and
- able to meet regularly with the Director of the early childhood service.

**Block practicum**

The Block Practicum provides pre-service educators with the opportunity to extend their learning through a more concentrated experience in a single early childhood setting. With the support and agreement of their Associate Educator, pre-service educators should be encouraged to assume responsibility for small group teaching. There are two blocks held during the course of the year:

- fourteen days between Monday 16 June and Thursday 3 July, and
- thirteen days between Monday 17 November and Wednesday the 3 December.

**Documentation**

1. **Resource Folder** – please refer p14 for requirements. Please note the Resource Folder should not contain large amounts of photocopied material.

2. **Activity Sequence Plans** – please refer to p14 for requirements.

3. **Pre-service Educator Learning e-Portfolio (PELeP)** – please refer to p15 for requirements
   Pre-service educators are asked to complete the various weekly tasks included in their PELeP in conjunction with study in the Education Studies EDFD127 Contexts for Learning and Development & EDCU101 Early Childhood Education 1 – Early Childhood Pedagogy and Curriculum.

All documentation should be of a high standard. The Resource Folder should be available for discussion with the Associate Educator and visiting ACU National Early Childhood Representatives.
GENERAL INFORMATION
Resource folder

All pre-service educators are expected to gradually build up and maintain a carefully organised Resource Folder (large ring folder). The folder should be divided into a number of sections for the easy management of material. Further details will be provided at Professional Experience meetings and Educational Studies units. Pre-service educators should aim to include information about:

- early childhood organisational procedures
- group organisation and structure
- key curriculum areas
- curriculum development and evaluation
- approaches to assessment for learning
- early childhood philosophies
- resources used to enhance learning
- teaching exceptional and at risk learners
- effective learning and teaching strategies
- early childhood service provider or classroom and conduct management
- home-early childhood partnerships
- multicultural and gender-fair instruction
- collection of evidence of effective teaching and learning, including examples of children’s work.

Pre-service educators should avoid photocopying large volumes of material for inclusion in their Resource Folders. Rather it should become more a collection of ‘good ideas, activities and approaches used by early childhood service providers and Educators in the field’.

The folder should be available at all times for perusal by Associate Educators and Australian Catholic University Early Childhood Representatives when visiting early childhood settings.

Activity sequence plans

Level 1 pre-service educators are expected to prepare activity sequence plans. Pre-service educators should be guided by the activity sequence plan format included in the appendices. Other curriculum specific activity sequence plan formats recommended by ACU National lecturers or Associate Educators may be used where appropriate.

BEFORE the activity sequence commences:

- all sections of the activity sequence plan, except the Associate Educator/Pre-service educator self evaluation sections on the second page, should be completed; then
- submitted to the Associate Educator; and then
- pre-service educators requiring notes while delivering the activity sequence should either photocopy their activity sequence plan, use brief notes, or make palm cards for easy reference
- AFTER the activity has been run:
  - it is essential that pre-service educators should ensure that activity sequence evaluation is completed - providing evidence of regular ongoing program evaluation and reflective practice, and then the
  - activity sequence plan should be filed in a Activity Folder for presentation. Loose notes are not acceptable.

Pre-service Educator Learning e-Portfolio (PELeP)

The PELeP is a professional document that provides pre-service educators with a framework for observation and reflection on the many and varied learning experiences they will have while in centres and schools.
Further information about the Learning e-Portfolio will be provided during the units EDFD127 Contexts for Learning and Development and EDCU101 Early Childhood Education 1 – Early Childhood Pedagogy and Curriculum.

Pre-service educators in Level 1 are required to maintain an e-Portfolio while participating in both the academic and professional experience components of the ACU National Early Childhood course.

The e-Portfolio should be supported by a collection of evidence, which might include samples of children’s work, photographs of early childhood service provider displays related to thematic programs, assessment results and other material. Examples of evidence should be organised in a separate folder and available for discussion and review when required.

On-going instruction regarding the development of the e-Portfolio will be presented throughout the four years of the course. A useful definition of a professional portfolio is provided on page 4 of Retallick, J.A., 2001, *The Portfolio Guidebook* produced by the NSW Dept of Education and Training, and the Australian Council for Education Administration NSW Inc (now ACEL). A portfolio might be regarded as:

’an envelope of the mind, a collection of essential questions, artefacts, and evidences that represent growth, continuous learning, and the current level of performance and interests of the learner. It is meant to be dynamic and changing as the learner experiences discoveries that lead to new direction and activities (Dietz, 1993:8).’

As a beginning, the e-Portfolio should comprise the following essential elements:

1. a table of contents.
2. a statement of professional beliefs and values; i.e. development of a personal educational philosophy. This aspect will be developed within unit EDCU101 Early Childhood Education 1 – Early Childhood Pedagogy and Curriculum.
3. a description of your professional learning achievements outside the early childhood setting; e.g. community contributions.
4. a reflective journal on your professional learning while completing professional experience.
5. a systematic collection of digitised work samples to provide evidence of profession learning; e.g. children’s artwork, completed worksheets, photographs.

Over the length of the course, pre-service educators’ contributions to their e-Portfolios should reflect their growing awareness of the interconnectedness of theory and practice and an ability to critically reflect upon professional practice. The development of an e-Portfolio should extend to a consideration of the relationships between professional practice and theoretical consideration developed during the academic units of the Associate Degree in Early Childhood course including Creative Arts Education, Children’s Literature for Literacy, and Personal Development, Health and Physical Education.

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**ACU NATIONAL LIBRARY SERVICES DURING PROFESSIONAL EXPERIENCE**

Pre-service educators are encouraged to continue to use the ACU National Library throughout their professional experience period. Pre-service educators should, however, take particular care of any borrowed library items and are asked not to lend them to other people.

In its opening hours, the Library takes into account the dates of professional experience, but because of the limited staff budget it is not possible to open the Library at dates that suit everyone. It is important that pre-service educators on professional experience check the Library’s opening hours – these are publicised on handouts and are on the website.

Pre-service educators completing their professional experience outside Australia should not take library items with them.
Level 1 pre-service educators

Pre-service educators on professional experience are permitted to borrow ordinary items (i.e. items on a two-week loan) for the duration of the placement, but all other library conditions remain unchanged. If library staff identify, however, that an extended loan of particular items is likely to cause significant inconvenience to other library users, these items will be subject to standard loan conditions. On rare occasions library staff may set individual loan conditions.

The library establishes and publicises “professional experience loan dates”. It is the pre-service educator’s responsibility to check that the loan period for which items are issued corresponds with that of the placement period.

During the mid-year professional experience period in June and July, priority is given to Level 3 pre-service educators completing their placements outside the ACT and immediate region.

Library staff will conduct information sessions for all professional experience pre-service educators before commencement of the block practicum.

PROFESSIONAL CONDUCT

Early Childhood Educators have serious legal responsibilities that can be fulfilled only through the adoption of a professional code of practice. The same high standard is expected of pre-service educators. They are expected to be courteous, cooperative and punctual.

Pre-service educators:

• Should make a full commitment to the practicum, giving it precedence over outside employment.
• Should aim to be at the early childhood service provider at least half an hour before the service opens to receive children. If a pre-service educator realises he/she will be late on a particular day, the Associate Educator and/or Early Childhood Director should be informed as early as possible.
• Should remain after service provider closes until the associate early childhood educator has had the opportunity to discuss any work completed during the day.
• Should recognise their professional responsibilities to fellow educators and care-givers of the early childhood service provider. They should seek information about setting’s policies such as car parking arrangements, use of facilities, payment for morning tea, attendance at extra meetings (both inside and outside general business hours), and first aid procedures and so on.
• Are expected to observe and participate in the ongoing daily work of their Associate Educator/care-givers and to undertake similar duties, including after-hours parent or staff meetings, during their stay at the early childhood service provider.
• Should exercise their initiative when it comes to performing extra duties that will make their early childhood service provider operate a little more effectively; and
• Should demonstrate their professionalism in their ability to retain confidential information about children or others, and at no time should they discuss confidential matters outside the early childhood service provider.

ATTENDANCE

Please note: If a pre-service educator fails to attend at any point during the professional experience period, the Early Childhood Service Provider Director should contact the ACU National Early Childhood Representative or ACU National Early Childhood Professional Experience Office at the University.

Pre-service educators, who are unable to attend their placement, must notify the Early Childhood Service, the ACU National Early Childhood Representative and the ACU National Early Childhood Professional Experience Office at the University as soon as possible. To ensure course requirements are met, pre-service educators must complete the required number of days for any professional experience unit. Days missed due to illness or any other reason must be
‘made-up’ as soon as possible, but not during the University academic program or on specified days linked to the professional experience such as induction and evaluation/reflection sessions.

**Notification of Absence Form**

It is the responsibility of pre-service educators to advise all absences to early childhood service providers as soon as possible. Pre-service educators should complete the Notification of Absence form immediately after their absence and return it to the ACU National Early Childhood Professional Experience Officer at the University.

Please note:

- An absence of two or more days must be explained and documented, e.g. medical certificate.
- If a pre-service educator is absent for three or more days then the ACU National Early Childhood Professional Experience Coordinator should be notified. In some cases it may be necessary to arrange the completion of the fieldwork at a later time in the semester or year.
- Pre-service educators will not be deemed to have completed a professional experience unit until all attendance requirements have been met. **Completing extra activities in lieu of days missed is not acceptable.**

**DRESS**

Pre-service educators are expected to adopt the standards set by the early childhood service provider. To assist in this the student is expected to arrange purchase of the following items from the Early Childhood Professional Experience Office: 1 red bucket hat ($8.50) and 1 red embroidered polo shirt ($25.00).

These articles of clothing are to be worn at all times whilst on professional experience. They are important to identify you as a pre-service educator within the setting.

**BUILDING POSITIVE RELATIONSHIPS**

Building positive and effective relationships is the basis of early childhood professional practice. Attention must be given to developing positive relationships through-out the setting.

Relationships between the:

- pre-service educator and their Associate Educator,
- pre-service educators and other staff members, and
- pre-service educator and families utilising the service

are absolutely critical to the early childhood setting’s quality and effective operation.

**ENVIRONMENTAL SUSTAINABILITY**

Environmental sustainability is a core value that is evident in the day to day operation of any early childhood setting. Strict budgetary constraints also dictate that a high level of care is taken in managing the environment of the setting and related cash-flow.

Attention must be paid by each pre-service educator to the policies and practices undertaken by each individual setting.

Remembering to turn off lights, air-conditioners, minimising the use of photocopiers and paper resources and a commitment to recycling all materials is not only a part of an environmental sustainability ethic – it is a reality of the tight budgets that many early childhood settings operate under.

**HARASSMENT**

Harassment is considered to be any form of behaviour that is unwanted, offends, humiliates or intimidates, and discriminates because of pregnancy, marital status, disability, sexual preference or
age (Anti-Discrimination Board, NSW). The University has a Policy and Procedures Statement for complaints of sexual harassment. Pre-service educators who feel they are being harassed while on professional experience should contact the Australian Catholic University Early Childhood Representative in the first instance. If this is not appropriate or possible, pre-service educators should contact the ACU National Early Childhood Professional Experience Coordinator. Consultation and advice may also be sought from the University’s Sexual Harassment Advisers.

### PLACEMENT REQUIREMENTS

Pre-service educators are encouraged to work across a range of early childhood service providers throughout their year-long professional experience program. Through participation in a variety of settings, pre-service educators are encouraged to strengthen their educator skills and management competencies and acquire a breadth of experience and understanding.

Pre-service educators should not undertake:

- a practicum in the same Early Childhood Provider in the two semesters within the year-long professional experience program;
- OR
- a practicum at an early childhood service provider where close family members, child or adult, participate in the early childhood service provision.

Pre-service educators in any doubt regarding the suitability of their placements should seek advice from the ACU National Early Childhood Professional Experience Officer – Mrs. Gillian Styles.

### ASSESSMENT

The grades awarded to pre-service educators participating in the professional experience program are PASS and FAIL.

The responsibility for the assessment of the pre-service educator rests largely with the Associate Educator / Early Childhood Director who are in the best position, because of the time spent with the pre-service educator, to make a sound judgment about the pre-service educator’s level of competency. However, the final assessment should be the result of a collaborative effort involving all partners in the process: the Associate Educator, the pre-service educator, Early Childhood Director, ACU National Early Childhood Representative and the ACU National Professional Experience Coordinator (if required).

All competency clusters must be achieved.

### AT RISK OF FAILURE

If an Associate Educator is concerned that a pre-service educator’s progress is unsatisfactory, the ACU National Early Childhood Representative or ACU National Professional Experience Coordinator should be contacted immediately. The Associate Educator should alert the pre-service educator of the concern and then complete the At Risk of Failure Feedback sheets in the Appendices. The Feedback Sheet should then form the basis for a discussion between the Associate Educator and pre-service educator regarding progress and specific areas of concern.

Please note that this sheet is being trialled in 2008. Please keep in mind that completion of the Feedback Sheet should reflect the overall expectations of each pre-service educator’s year level within the course. The effectiveness of the Feedback Sheet will be evaluated at the end of the year.

An ACU National Early Childhood Representative or the ACU National Professional Experience Coordinator will then arrange a meeting with the Associate Educator(s) and pre-service educator to provide support and determine whether the pre-service educator should be formally placed ‘At Risk of Failure’.

In consultation with the Associate Educator, the ACU National Early Childhood Representative will complete the appropriate ACU National Early Childhood Representative’s Report providing details
of the concerns and strategies for improvement (refer to the Appendices for ACU National Early Childhood Representative Report proforma). It is essential that pre-service educators have sufficient time to demonstrate improvement before the end of the practicum. Therefore, the pre-service educator and the ACU National Professional Experience Coordinator should be alerted to possible ‘Risk of Failure’ at least five days before the end of the practicum.

REPORTING

Early Childhood settings are asked to ensure that all reports are fully completed and returned to the University in the first instance to avoid delays in processing claim forms and student grades. A checklist providing details of all documentation to be returned to the ACU National Professional Experience Office is included in the information package sent to Early Childhood Directors.

Supervised Field Day – Level 1 Reports. (Downloaded by the Pre-service Educator)

At the conclusion of each Supervised Field Day a Supervised Field Day Report, is to be completed by the Pre-service Educator, signed by their Associate Educator or Early Childhood Director and faxed to the Early Childhood Professional Experience Office (Fax. 02 62091185). The Supervised Field Day – Level 1 Reports are downloaded by the pre-service educator from the EDFX111 Blackboard website. The Supervised Field Day – Level 1 Reports provide evidence for Early Childhood Payment Claim Forms.

Early Childhood – At Risk Of Failure – Level 1 Report. (Page 55)

This report is used should there be a need to examine areas that may indicate that the pre-service educator is at risk of failing their Professional Experience Unit.

ACU National Early Childhood Representative’s – Level 1 Report. (Page 56)

This report is to facilitate on-going formative evaluation of the pre-service educator. It is a suggested format only and is to be used by the ACU National Early Childhood Representative at their own discretion. The original is to be given to the Pre-service educator, a copy forwarded to the Early Childhood Professional Experience Office and a copy retained by the ACU National Early Childhood Representative for future reference.

Early Childhood Associate Educator’s – Level 1 Feedback. (Page 58)

This report is to facilitate on-going formative evaluation of the pre-service educator. It is a suggested format only and is to be used by the Early Childhood Associate Educator at their own discretion. The original is to be given to the Pre-service educator and a copy retained by Early Childhood Associate Educator for future reference.

Early Childhood Professional Experience – Level 1 Report. (ACU National Website download)

The Early Childhood Associate Educator is responsible for the completion of Early Childhood Professional Experience – Level 1 Report. The details of the report should be discussed with the pre-service educator before the end of the practicum to ensure accurate interpretation of comments. The Early Childhood Professional Experience – Level 1 Report has been developed to reflect the competencies outlined in the National Competency Framework for Beginning Educators in the Appendices. The pre-service educator should read and sign the report by the last day of each block practicum. The original is to be forwarded to the Early Childhood Professional Experience Office, a copy given to the Pre-service educator, and a copy retained by the Early Childhood setting for future reference.

Please Note: The Early Childhood Professional Experience – Level 1 Report is an official assessment document of the University and therefore must be signed by the ACU National Professional Experience Coordinator before a grade of Pass can be recorded. For this reason, all reports must be submitted to the ACU National Professional Experience Office.
Early Childhood Payment Claim Forms. (Sent in the Early Childhood Director’s Package)
Should be completed and sent to the Early Childhood Professional Experience Office at the end of each block practicum, accompanied by the Early Childhood Professional Experience – Level 1 Report. Payment Claims will then be processed and payment issued in accordance with ACU National protocols.

FORMATIVE EVALUATION

Regular Feedback
Feedback is an essential element of the practical teaching experience. Associate Educators are asked to provide regular feedback to pre-service educators regarding their progress through discussion and written comments. To assist with this there is a suggested format for this feedback on the Early Childhood Associate Educator’s – Level 1 Report (page 58 of this guidebook) and the Pre-service Educator’s Activity Sequence Plan – Level 1 (page 38 of this guidebook) contains section for written comments. It is recommended that pre-service educators receive feedback that promotes both confidence and growth and provides opportunities for the development of specific strategies to assist in coping with areas of concern. A list of suggested activities for the pre-service educator can be found on pages 32 – 33 inclusive.

ROLE OF THE ACU NATIONAL EARLY CHILDHOOD REPRESENTATIVE

Each pre-service educator will normally receive two visits from an ACU National Early Childhood Representative during the block practicum. A third visit will be arranged on the request of the Early Childhood Director, Associate Educator, pre-service educator, or ACU National Early Childhood Representative.

The visit should include a pre-activity discussion with the pre-service educator to establish the activity focus and the pre-service educator’s learning needs, an observation of a whole activity, and a post-activity discussion aimed at critically reflecting upon the strengths and challenges posed by the presentation of the activity.

At the conclusion of the visit, the ACU National Early Childhood Representative should present the pre-service educator with a written report. Both the pre-service educator and the Associate Educator are required to sign the report. The ACU National Early Childhood Representative is asked to submit a photocopy of the report to the Professional Experience Office.

Level 1 Pre-service Educators
ACU National Early Childhood Representatives should meet with their Level 1 pre-service educators as a group at their early childhood service provider twice during their professional experience. Level 1 pre-service educators are required to engage in general care-giving and informal learning activities, the supervised field days and each block practicum are regarded as absolutely vital in guiding and supporting the early childhood pre-service educators in achieving their National Standards CHCO2 Community Services Training competencies.

The Early Childhood Professional Experience – Level 1 Report and the two ACU National Early Childhood Representative’s – Level 1 Reports should be completed and then discussed with the pre-service educator. The reports should be photocopied at the early childhood service provider:

- the original returned to the pre-service educator,
- a photocopy is to be submitted to Professional Experience Office, and
- a copy should be retained by the early childhood service provider.

Evaluation Process for Early Childhood Professional Experience Coordinators and Associate Educators
To ensure the ongoing quality of the program we welcome your feedback at any time and more formally at the completion of each practicum. Written evaluation forms will be sent to all Associate

Pre-service educators will participate in ongoing weekly reflection and evaluation of their professional practicum within ACU National Early Childhood Education Units of study.

### NATIONAL POLICE CHECKS

Pre-service educators seeking practicum placements in early childhood service providers must follow the procedures outlined by the Australian Federal Police regarding obtaining a National Police Check.

- Once a police check has been completed, it remains valid for the duration of the first year of the pre-service educator’s course, provided study is continuous throughout the period.
- Submission of forms is the responsibility of the pre-service educator and should be completed at least 6 weeks before commencement of the practicum. Police checks are completely confidential.

### SENIOR FIRST AID

All pre-service educators are expected to undertake the necessary steps to achieve a senior first aid certificate. It is recommended that the St John Ambulance “Caring for Kids” first aid course is completed and information is available for pre-service educators on the EDFX111 Blackboard website.

### CHILD PROTECTION AND MANDATORY REPORTING

All pre-service educators are expected to complete the Child Protection and Mandatory Reporting workshops that will be held throughout the year. Further information is available for pre-service educators on the EDFX111 Blackboard website – regarding dates and venues.

### PROFESSIONAL EXPERIENCE EMERGENCY CONTACT FORM

Pre-service educators are requested to complete the Professional Experience Emergency Contact Form (refer Appendices) and follow the procedure set out on the form.

### INSURANCE

The Early Childhood Setting Office should be notified immediately if a pre-service educator is involved in an accident during the professional experience. Please refer to the letter included in the Appendices regarding insurance cover for professional experience in Australian schools and early childhood settings. Pre-service educators intending to complete their professional experience in an international setting are advised to ensure they have adequate travel and medical insurance. Please contact the Professional Experience Office for further details.
1. BEGINNING EARLY CHILDHOOD EDUCATOR COMPETENCIES & INDICATORS

CLUSTER 1: THE WORKPLACE

Competency 1.1 Work within a legal and ethical framework.
Examples of evidence when the pre-graduate teacher can:
• Demonstrate an understanding of legislation and common law relevant to work role
• Follow the organisation’s policies and practices
• Work ethically
• Recognise and respond when the client’s rights and interests are not being protected

Competency 1.2 Participate in workplace safety procedures.
Examples of evidence when the pre-graduate teacher can:
• Identify hazards and assess risk
• Follow strategies and procedures for risk control
• Contribute to OHS in the workplace

Competency 1.3 Participate in the work environment
Examples of evidence when the pre-graduate teacher can:
• Contribute to the effective operation of the workgroup
• Review and develop own work performance

Competency 1.4 Apply basic First Aid / Senior First Aid
Examples of evidence when the pre-graduate teacher can:
• Assess the situation
• Apply basic First Aid techniques
• Communicate details of the incident

Competency 1.5 Support the rights and safety of children within duty of care requirements.
Examples of evidence when the pre-graduate teacher can:
• Work ethically
• Identify indicators of abuse and act appropriately
• Safeguard the rights and interests of children

CLUSTER 2: CAREGIVING

Competency 2.1 Care for babies.
Examples of evidence when the pre-graduate teacher can:
• Respond to babies/infants cues and needs
• Develop and maintain a nurturing relationship with babies/infants
• Settle new arrivals
• Provide an environment that promotes security for children

Competency 2.2 Prepare nutritionally balanced food in a safe and hygienic manner.
Examples of evidence when the pre-graduate teacher can:
• Plan food and drink provision
• Maintain food safety while carrying out food handling activities

CLUSTER 3: PLAY AND DEVELOPMENT

Competency 3.1 Support the development of children in the service.
Examples of evidence when the pre-graduate teacher can:
• Support the development of children within the relevant age group
• Support the physical development of children within the relevant age group
• Support the social development of children within the relevant age group
• Support the emotional and psychological development of children of same age
• Support the language development of children of the relevant age
• Support the creative development of children of the relevant age
• Support the cognitive development of children within the relevant age group

**Competency 3.2 Deliver services/activities to stimulate children’s development and enhance their leisure.**

Examples of evidence when the pre-graduate teacher can:
- Creating a stimulating, positive and developmentally appropriate environment to foster development, play and leisure
- Actively guide and encourage children to undertake a variety of developmentally appropriate activities
- Facilitate children’s play and leisure

**Competency 3.3 Develop an understanding of children’s interests and developmental needs.**

Examples of evidence when the pre-graduate teacher can:
- Gather information about the child through observation
- Gather information about the child from secondary sources
- Record observations appropriately
- Use observations and information collected to understand the child and contribute to program planning

**Competency 3.4 Support the rights and safety of children within duty of care requirements.**

Examples of evidence when the pre-graduate teacher can:
- Create opportunities for children to develop and practice a wide range of physical skills that develop independence and autonomy
- Provide experiences that promote mutual support and cooperation and the value of diversity
- Provide experiences aimed at developing self-esteem, self-concept
- Interact appropriately with the child to foster development

**Competency 3.5 Foster and enhance children’s social, emotional and psychological development.**

Examples of evidence when the pre-graduate teacher can:
- Encourage children’s independence and autonomy
- Foster children’s developing self-esteem and developing self-concept
- Create opportunities and activities that encourage children to express their feelings, needs and ideas
- Provide experiences for children to support and cooperate with each other
- Provide opportunities for social interaction

**Competency 3.6 Foster and enhance children’s cognitive and language development.**

Examples of evidence when the pre-graduate teacher can:
- Assist children to develop thinking and problem solving skills
- Stimulate children’s awareness
- Stimulate the child’s use and understanding of language
- Support the child’s skills in their own (non English) language as relevant
- Assess language development of the child and plan strategies for language development

**Competency 3.7 Provide experiences which facilitate children’s expressive development.**

Examples of evidence when the pre-graduate teacher can:
- Plan, provide and implement integrated visual arts experiences for children
- Plan and implement developmentally appropriate language and literature experiences for children
Competency 3.8 Use music as a medium to enhance children’s experiences and development.
Examples of evidence when the pre-graduate teacher can:
- Provide a range of developmentally appropriate music and movement experiences
- Support, facilitate and extend children’s participation in music and movement
- Plan and implement a range of developmentally appropriate music and movement experiences

Competency 3.9 Provide experiences which enhance children’s development and learning.
Examples of evidence when the pre-graduate teacher can:
- Promote children’s participation in a wide range of experiences to enhance their learning and development
- Promote opportunities for a wide range of developmentally appropriate experiences in: science; mathematics; technology; and the environment
- Provide developmentally appropriate dramatic and imaginative play experiences for children

CLUSTER 4 CHILDREN’S HEALTH AND SAFETY

Competency 4.1 Identify and respond to children and young people at risk of harm.
Examples of evidence when the pre-graduate teacher can:
- Implement work practices which support the protection of children and young people
- Report indications of possible risk of harm

Competency 4.2 Ensure children’s health and safety.
Examples of evidence when the pre-graduate teacher can:
- Maintain a clean and hygienic environment
- Provide a safe environment
- Supervise the safety of children
- Travel with children safely
- Support the administration of medication within guidelines

Competency 4.3 Responds to illness, accidents and emergencies.
Examples of evidence when the pre-graduate teacher can:
- Implement procedures for infection control and prevention
- Recognise and respond to signs of potential illnesses
- Respond to emergencies and accidents
- Respond to threats and situations of danger

CLUSTER 5 COMMUNICATIONS

Competency 5.1 Interact effectively with children.
Examples of evidence when the pre-graduate teacher can:
- Communicate positively with children on an ongoing basis
- Promote positive behaviour
- Collaborate with children about their interests
- Respect similarities and differences and encourage children to respect these differences
- Support children in learning about the decision making process

Competency 5.2 Work in partnership with families to care for the child.
Examples of evidence when the pre-graduate teacher can:
- Establish a positive relationship with family members
- Exchange information with family members about the child’s physical and emotional care needs
- Respond to a family member’s concern about their child
- Reach agreement with family members about care practices
- Facilitate child’s transition into care
CLUSTER 6 PLANNING PROGRAMS

Competency 6.1 Plan care routines.
Examples of evidence when the pre-graduate teacher can:
• Plan daily routines
• Adapt and change routines

Competency 6.2 Document, interpret and use information about children.
Examples of evidence when the pre-graduate teacher can:
• Gather and document detailed information about the child
• Monitor children’s developmental progress and develop understanding of individual children
• Use information from observations with others
• Use information to plan the program
• Design observation systems with others

Competency 6.3 Arrange /organise experiences which facilitate and enhance children’s development.
Examples of evidence when the pre-graduate teacher can:
• Establish an environment that can foster children’s development
• Provide creative and challenging opportunities which stimulate learning and development of the child
• Plan, implement and evaluate developmentally appropriate experiences for children
• Encourage children’s involvement in experiences

Competency 6.4 Observe children and interpret observations.
Examples of evidence when the pre-graduate teacher can:
• Monitor children’s developmental progress
• Monitor social interaction of the children
• Gather information about the child’s views and perspectives
• Demonstrate quality observations practices to other workers
• Use information from observations to guide others
• Design observation processes, with others

CLUSTER 7 RESOURCES AND SUPPORT

Competency 7.1 Establish and implement plans for the development of responsible and inclusive behaviours.
Examples of evidence when the pre-service educator can:
• Include aesthetically pleasing and culturally diverse resources
• Include children’s books (factual and story books), digital texts, poems, rhymes that reflect anti bias and social justice perspectives
• Include artefacts that support and extend children’s interests and lived experience
• Include a range of resources for creative arts experiences – music, dance, drama, visual arts

REFERENCES:

2. CHECKLIST FOR ASSOCIATE EARLY CHILDHOOD EDUCATORS

I have:

☐ Received all documentation relating to the pre-service educator placement. (Note: Early Childhood Directors are sent information packages containing Professional Experience Guidelines, pre-service educator report forms and supervision claims for distribution to each Associate Educator).

☐ Read the Professional Experience Guidelines and familiarised myself with the requirements and specific learning outcomes for the practicum.

☐ Met with my pre-service educator prior to the practicum to prepare and plan. (Note: pre-service educators are asked to contact their Associate Educators for this purpose prior to the commencement of the practicum).

☐ Considered how my pre-service educator can be provided with the opportunities to complete a wide variety of tasks and teaching experiences.

☐ Provided regular feedback to my pre-service during the practicum through discussion and written comments. (Note: throughout this process encourage your pre-service educator to reflect on his/her own performance).

☐ Read and understand the procedures to follow if my pre-service educator experiences difficulties during the practicum (Note: please refer to the Assessment section in the Professional Experience Guidelines).

☐ Re-negotiated dates for any days my pre-service educator may have missed due to illness or other reasons.

☐ Completed the report in consultation with my pre-service educator.

☐ Submitted original report and payment claim form/s to the Early Childhood Director for prompt return to the ACU National Early Childhood Professional Experience Office. (Note: Please do not hand original report to your pre-service educator).

3. CHECKLIST FOR PRE-SERVICE EDUCATORS

I have:

☐ attended all information sessions and workshops arranged by the ACU National Early Childhood Professional Experience Office before the practicum. (Note: Pre-service educators should refer to the meeting schedules provided in the Early Childhood Professional Experience Guidelines).

☐ regularly checked my student email and WebCT for messages.

☐ carefully read the Professional Experience Guidelines and familiarised myself with procedures, unit requirements and expectations for the practicum.

☐ completed a Police Probity Check.

☐ contacted my Associate Educator in advance of the practicum and, if possible, arranged a meeting to visit the setting. (Note: Pre-service educators should also refer to the formal preparation days set for each level in the Early Childhood Professional Experience Guidelines).

☐ met with my ACU National Early Childhood Representative at ACU National – Canberra Campus – prior to the block practicum.

☐ collected my identification badge (Note: please ensure that it is displayed at all times during the practicum).

☐ completed the Emergency Contact Form and handed it to the Early Childhood Director in a sealed envelope at the commencement of the practicum.

☐ re-negotiated dates for any missed days with my Associate Educator and faxed the completed Notification of Absence form to the ACU National Early Childhood Professional Experience Office.

☐ discussed and signed my report with my Associate Educator at the conclusion of the practicum. (Note: Please do not take your original report – it may be collected from the ACU National Early Childhood Professional Experience Office at a later date).

☐ attended the evaluation and reflection workshops at ACU National – Canberra campus – when required.

## 4. YEAR / LEVEL 1 / SEMESTER 1 PRE-SERVICE EDUCATOR TASK LIST

**EARLY CHILDHOOD SETTING:** ___________________________________________________

**PRE-SERVICE educator’s NAME:** _______________________________________________

Please indicate by a ✓ when you COMPLETE the following tasks. If the experiences in which you participate are not listed, please add them in the spaces provided.

- Cluster 1 – The Workplace
- Cluster 2 – Care-giving
- Cluster 4 – Children’s Health and Safety

<table>
<thead>
<tr>
<th>Field Visit and Content</th>
<th>TASK</th>
<th>✓</th>
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</thead>
<tbody>
<tr>
<td><strong>DAY 1:</strong> Induction</td>
<td>Induction workshop + introduction to e-portfolios</td>
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<tr>
<td></td>
<td>Attended and actively participated</td>
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<tr>
<td></td>
<td>Completed reflective journal entry</td>
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<tr>
<td><strong>DAY 2:</strong> Child Protection</td>
<td>Child Protection workshop.</td>
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<td></td>
<td>Attended and actively participated</td>
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<td></td>
<td>Completed reflective journal entry</td>
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<tr>
<td><strong>DAY 3:</strong> Orientation to service</td>
<td>Detailed Site Description, including: number of staff and children, roles &amp; responsibilities of staff; routines, care-giving systems (primary care-giving, family grouping etc); resources in the setting and community; cultural and community context.</td>
<td></td>
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<tr>
<td></td>
<td>Records of participation in identifying children’s feelings and responding appropriately, treating children and their families with respect and sensitivity, meeting children’s physical and emotional needs, maintaining accurate records of any risk of harm to children, and providing a risk free environment.</td>
<td></td>
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<tr>
<td></td>
<td>Completed reflective journal entry</td>
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<tr>
<td><strong>DAY 4:</strong> Children’s Health</td>
<td>Collect/ review policy documents for infection control, safe storage, sun safety.</td>
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<td></td>
<td>Records of participation: clear and specific evidence of own role in following organisational policies, procedures and Regulations; and communication and collaboration with families and staff.</td>
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<tr>
<td></td>
<td>Observations in reflective journal: critical analysis of own role in adhering to relevant policies, procedures and legislation.</td>
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<td></td>
<td>Observations in reflective journal: description and analysis of own role in caring for babies and participating in play and learning experiences</td>
<td></td>
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<tr>
<td><strong>DAY 5:</strong> Children’s Health</td>
<td>Collect copies of policies and procedures for these areas of children’s health and safety.</td>
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<td></td>
<td>Record of participation: clear evidence of positive participation in centre routines (including nappy change), transitions, play, procedures and policy implementation.</td>
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<tr>
<td></td>
<td>Observations in reflective journal: critical analysis of own role in applying and implementing policies and procedures.</td>
<td></td>
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<tr>
<td>Field Visit and Content</td>
<td>TASK</td>
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</tbody>
</table>
| **DAY 6: Children’s Safety** | Collect policies and procedures on these aspects of children’s safety; show links to ACT Children’s Services Regulations and QI&AS.  
Record of participation in identifying/ managing/ reporting risks; keeping equipment safe and clean; supervising children.  
On-going documentation which provides evidence of active engagement with babies and parents/ families at arrival and departure times and the provision of routines which minimise distress at separation.  
Record of participation in all aspects of daily routines and interactions with babies; supervise children when travelling on excursions and ensure they are safe.  
Observations in reflective journal which critically analyses own role in the implementation and application of safety policies. Consider the links to ACT Regulations and QI&AS. |
| **DAY 7: Work place safety** | On-going documentation giving evidence of active engagement with babies.  
Record of participation in maintaining records and reporting hazards, incidents etc.  
Observations in reflective journal which analyses and reflects an awareness of legal responsibilities and duty of care obligations. Make clear links to relevant legislation and regulations. |
| **DAY 8: Children’s Nutrition** | Collect and review documents relating to policies and procedures.  
Record of participation in identifying and supporting children’s individual dietary needs (developmental, cultural, medical etc).  
Record of participation in assisting with menu planning, safe food handling/ storage practices, meal preparation and service.  
Observations in reflective journal which demonstrate an understanding of ACT Children’s Services Regulations and with links to QI&AS. |
| **DAY 9: Accidents and Emergencies** | Collect information about policies and procedures relating to illnesses, storage and administration of medications, accidents, emergencies and threatening situations.  
Record of participation in responding to illness, accidents and emergencies and maintaining appropriate documentation.  
Observations in reflective journal which demonstrate knowledge and understanding of relevant legislation and links to QI&AS. |
| **DAY 10: Review of Field Visits** | Completion of outstanding tasks.  
Recording ongoing participation in the day’s routine activities and maintaining appropriate documentation.  
Completion of “Caring for Kids” or other Senior First Aid Certificate.  
Observations in reflective journal which demonstrate knowledge and understanding of relevant legislation and links to QI&AS. |
| **DAY 11: e-Portfolios presentation and Reflective Practice workshop** | e-Portfolios presentation and reflective practice workshop  
Attended and actively participated  
Completed reflective journal entry |
| **DAY 12: Preparation for Block Practicum** | Preparation for Block Practicum |
**RECORD OF PARTICIPATION**

Please remember that these are only suggested tasks. You are asked to assist the educator/s in any way that is necessary and appropriate.

<table>
<thead>
<tr>
<th>Centre Routines</th>
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<tbody>
<tr>
<td>Assist in preparation of children to fully participate in program activities</td>
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<td>Interact with the children in a way which conveys respect and nurturing</td>
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<td>Maintain attendance records of children participating in the Early Childhood Program.</td>
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<td>Attend to the daily routines of the child in your care, including:</td>
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<td>• changing soiled clothing, and</td>
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<td>Maintain a safe environment based on safety standards set by the program, including:</td>
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<td>• application of sunscreen</td>
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<td>Assist in the cleaning and straightening of the child care rooms at the end of the day,</td>
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<td>Assist in putting away any outside equipment</td>
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<td>Play with children; this will often mean getting down on the floor to interact with them</td>
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<td>Provide activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the development levels of the children</td>
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<td>Assist in the selection of books, equipment and other instructional materials appropriate for the early childhood program</td>
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<td>Work cooperatively and effectively as a team member by communicating and contributing information on a continuous basis</td>
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<td>Prepare activity sequence notes</td>
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<td>Observe and document children’s activities</td>
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<td>Assist with gross motor activities</td>
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</table>
Parent & Family Partnerships

Create a display of children’s activities

Maintain open, friendly, and cooperative relationship with each child’s family and encourage their involvement in the program

Attend Staff, Parent or Committee meetings

Liaise with parents and other primary caregivers

Professional Development

Continue professional development through attending ACU National workshops,

Other activities:

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Reference:


5. YEAR / LEVEL 1 / SEMESTER 2 PRE-SERVICE EDUCATOR TASK LIST

EARLY CHILDHOOD SETTING: ___________________________________________________

PRE-SERVICE educator’s NAME: _______________________________________________

Please indicate by a ✓ when you COMPLETE the following tasks. If the experiences in which you participate are not listed, please add them in the spaces provided.

Cluster 1 – The Workplace                  Cluster 2 – Care-giving                  Cluster 4 – Children’s Health and Safety

<table>
<thead>
<tr>
<th>Field Visit and Content</th>
<th>TASK</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY 1: Orientation to field visits</td>
<td>Orientation workshop + working on e-portfolios</td>
<td></td>
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<tr>
<td></td>
<td>Attended and actively participated</td>
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<tr>
<td></td>
<td>Completed reflective journal entry</td>
<td></td>
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<tr>
<td>DAY 2: DAY 3: Working effectively with children</td>
<td>Collect information about the centre’s approaches to programming and planning</td>
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<td></td>
<td>Collect relevant documentation in relation to communication with families.</td>
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<td></td>
<td>Demonstrate ethical collection, use and storage of information at all times.</td>
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<td></td>
<td>Contribute to communication systems within the Centre.</td>
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<td>Provide evidence of engagement with families at arrival and departure times.</td>
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<td>Document, and critically reflect on own role in building positive family relationships.</td>
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<td>Encourage and scaffold children to participate in learning experiences.</td>
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<td>Provide evidence of sensitive, ethical and on-going communication strategies with families and staff</td>
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<td>Collect information about the centre’s approaches to the implementation and reviewing of routines.</td>
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<td></td>
<td>Document own role in consulting with focus child’s family and staff in the planning of appropriately responsive and individual care routines</td>
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<td></td>
<td>Implement and record care routines with focus child which reflect knowledge and understanding of the child, flexibility, and positive engagement</td>
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<td></td>
<td>Respond to a family member’s concern about a child.</td>
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<td>Collect and organise relevant information and observations that will support knowledge and understanding of Focus Child</td>
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<td></td>
<td>Record detailed, accurate and appropriate observations of focus child</td>
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<td></td>
<td>Document, and critically reflect on, effective and appropriate use of verbal and non-verbal communication strategies, responsive to age, stage, culture, strengths and interests</td>
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<tr>
<td>Field Visit and Content</td>
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<tr>
<td><strong>DAY 6:</strong></td>
<td>Provide evidence of detailed and formative systems of documenting observations of Focus Child</td>
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<tr>
<td><strong>DAY 7:</strong></td>
<td>Demonstrate participation in creating stimulating and positive play experiences with effective use of resources</td>
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<tr>
<td><strong>Play &amp; Development</strong></td>
<td>Document, and critically reflect on, your role in responding to children’s age, abilities, interests, culture and development in interactions and planned and spontaneous experiences</td>
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<td></td>
<td>Use observations to plan appropriately challenging and creative play experience across all domains</td>
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<td></td>
<td>Maintain detailed observations and interpretations of children’s play and contribute ideas to program planning</td>
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<td>Identify and explain positive and realistic expectations of behaviour</td>
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<td>Document your role in assisting children to express their ideas and feelings, and to consider new interests</td>
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<td></td>
<td>Demonstrate consultation and co-operation with families and staff in all planning</td>
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<td></td>
<td>Show critical analysis of strategies, resources, experiences, organisation and link to centres philosophy approaches and frameworks</td>
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<td></td>
<td>Document, and critically reflect on, your role in supporting play through: interactions, communication with families and staff, resources, environments, routines and transitions</td>
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<td></td>
<td>Collect information about the Centre’s approaches to the implementation and reviewing of routines</td>
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<tr>
<td><strong>DAY 8:</strong></td>
<td>Document own role in consulting with Focus Child’s family and staff in planning appropriately responsive and individual care routines</td>
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<tr>
<td><strong>Plan Care Routines</strong></td>
<td>Implement and record care routines with Focus Child which reflect knowledge and understanding of the child, flexibility, and positive engagement</td>
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<td></td>
<td>Implement and document planned and spontaneous learning experiences with strong links to observations</td>
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<td></td>
<td>Critically reflect on your role in consulting with Focus Child's family and staff in planning appropriately responsive and individual care routines</td>
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<td><strong>DAY 9:</strong></td>
<td>Demonstrate consultation and co-operation with families and staff in all planning</td>
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<tr>
<td><strong>Documentation</strong></td>
<td>Show critical analysis of strategies, resources, experiences, organisation and links to Centre’s philosophy, approaches and frameworks</td>
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<td></td>
<td>Ongoing reflections and completion of outstanding tasks</td>
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<td><strong>DAY 10:</strong></td>
<td>e-Portfolios presentation and reflective practice workshop</td>
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<tr>
<td><strong>e-Portfolio presentation and Reflective Practice workshop</strong></td>
<td>Attended and actively participated</td>
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<td></td>
<td>Completed reflective journal entry</td>
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<tr>
<td><strong>DAY 11:</strong></td>
<td>Preparation for Block Practicum</td>
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<td><strong>Preparation for Block Practicum</strong></td>
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</table>
# RECORD OF PARTICIPATION

Please remember that these are only suggested tasks. You are asked to assist the educator/s in any way that is necessary and appropriate.

<table>
<thead>
<tr>
<th>Centre Routines</th>
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<tbody>
<tr>
<td>Assist in preparation of children to fully participate in program activities</td>
</tr>
<tr>
<td>Maintain attendance records of children participating in the Early Childhood Program.</td>
</tr>
<tr>
<td>Attend to the daily routines of the child in your care, including:</td>
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<tr>
<td>• changing nappies,</td>
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<tr>
<td>• changing soiled clothing, and</td>
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<tr>
<td>• washing hands</td>
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<tr>
<td>• sleeping</td>
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<tr>
<td>Maintain a safe environment based on safety standards set by the program, including:</td>
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<tr>
<td>• application of sunscreen</td>
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<tr>
<td>Help other staff in preparing meals for children as required</td>
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<tr>
<td>Assist in the cleaning and straightening of the child care rooms at the end of the day,</td>
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<td>Assist in putting away any outside equipment</td>
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<td>Other activities:</td>
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## Play

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<tbody>
<tr>
<td>Play with children; this will often mean getting down on the floor to interact with them</td>
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<tr>
<td>Provide activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the development levels of the children</td>
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<tr>
<td>Assist in the selection of books, equipment and other instructional materials appropriate for the early childhood program</td>
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<tr>
<td>Work cooperatively and effectively as a team member by communicating and contributing information on a continuous basis</td>
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<tr>
<td>Prepare activity sequence notes</td>
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<tr>
<td>Observe and document children’s activities</td>
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<tr>
<td>Reading stories</td>
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<tr>
<td>Assist with gross motor activities</td>
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## RECORD OF PARTICIPATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Accompany Associate Educators on excursions</td>
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<tr>
<td>Other activities:</td>
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</table>

### Parent & Family Partnerships

- Create a display of children’s activities
- Maintain open, friendly, and cooperative relationship with each child’s family and encourage their involvement in the program
- Attend Staff, Parent or Committee meetings
- Liaise with parents and other primary care-givers

### Other activities:

### Professional Development

- Continue professional development through attending ACU National workshops,

### Other activities:

---

**Reference:**


6. ACTIVITY SEQUENCE PLAN – LEVEL 1

<table>
<thead>
<tr>
<th>ACTIVITY SEQUENCE PLAN FORMAT – Level 1</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area/s</td>
<td>Age Range</td>
</tr>
<tr>
<td>Activity Topic</td>
<td>Duration</td>
</tr>
</tbody>
</table>

Activity Outcomes

Indicators

Preparation and Resources

Pre-requisites (prior knowledge, skills, etc.)

**ACTIVITY PROCEDURE**

**Introduction/Focusing Activity**

**ACTIVITY EVALUATION**

To be completed after the lesson

Achievement of learning outcomes

Catering for individual differences, learning styles, special needs

Resource Appropriateness

**SELF EVALUATION**

**ASSESSMENT PROCEDURES:**

**ASSOCIATE EDUCATOR EVALUATION**

**FOCUS FOR DEVELOPMENT**

To be completed after discussion between Associate Educator and pre-service educator
7. NOTIFICATION OF ABSENCE ECE PROFESSIONAL EXPERIENCE 2008

Pre-service educators are required to complete the specified number of days for any given practicum before a grade of PASS can be recorded. Make-up days for illness or other reasons should be completed as soon as possible after the day/s absent but not at a time that interferes with the academic program.

After an absence from the early childhood setting, pre-service educators should complete this form and fax to the ACU National Professional Experience Office on 6209 1213.

**ATTENTION ACU NATIONAL EARLY CHILDHOOD PROFESSIONAL EXPERIENCE OFFICER**

PRE-SERVICE EDUCATOR’S NAME: ______________________________________________

LEVEL: _____________________ SETTING: _________________________________________

DATES ABSENT: _______________________________________________________________

After speaking with my Associate Educator, I will complete __________________ day/s absent on:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Signed:

Associate Educator:_____________________________________________________________

Pre-service Educator:_____________________________________________________________

Date: _______ /_______ / 08
8. INSURANCE

31 December 2007

TO WHOM IT MAY CONCERN

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

The purpose of this letter is to advise employers 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 31/12/07 to 31/12/2008

(2) Students Work Experience Personal Accident Insurance
   Policy Number: 02.PAE. 110727
   Period of Cover 31/12/07 to 31/12/2008

Rajan Wijey
Insurance Officer
Vice Chancellery
9. PROFESSIONAL EXPERIENCE EMERGENCY CONTACT FORM

Pre-service educators are requested to complete this form, place it in a sealed envelope marked ‘confidential’ and then, on the first day of professional experience, leave it with the School Secretary for the duration of the practicum. Pre-service educators can collect the form on the last day of the practicum.

In case of an emergency, the early childhood service provider will contact the designated person(s).

Pre-service Educator’s Name: ____________________________________________________

Contact Person(s) Name: 1 ______________________________________________________
2 ______________________________________________________

Phone Number(s): 1 ______________________________________________________
2 ______________________________________________________

In case of an emergency, I ________________________ give the early childhood service provider where I am placed for professional experience, permission to seek medical assistance or call an ambulance as deemed necessary.

Pre-service Educator’s Signature: __________________________ Date: _____________

Medicare Number: ______________________________________________________________

Ambulance Subscription: _________________________________________________________

Name of Doctor: _________________________________________________________________

Phone No: ________________________________________________________________

Please list any allergies or important medical information (e.g. asthma, diabetes)
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

The above information is confidential. This form should be collected by the pre-service educator at the conclusion of the professional experience.
REPORTS
# 1. Early Childhood Professional Experience – Level 1 Report

## Pre-Service Educator 2008

**Pre-Service Educator Details:**

<table>
<thead>
<tr>
<th>Student No.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-service Educator:</td>
<td></td>
</tr>
</tbody>
</table>

**Early Childhood Service Provider Details:**

<table>
<thead>
<tr>
<th>Name of setting:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred business phone contact:</td>
<td>Fax:</td>
</tr>
<tr>
<td>Preferred e-mail contact:</td>
<td></td>
</tr>
<tr>
<td>Associate Educator:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of setting:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Preferred business phone contact:</td>
<td>Fax:</td>
</tr>
<tr>
<td>Preferred e-mail contact:</td>
<td></td>
</tr>
<tr>
<td>Director:</td>
<td></td>
</tr>
</tbody>
</table>

**Dates of Professional Experience (Cross out which ever is not applicable):**

- 2 week block: 16 JUNE – 2 JULY 2008
- 2 week block: 17 NOVEMBER – 24 NOVEMBER 2008

<table>
<thead>
<tr>
<th>Number of days Absent and not redeemed:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Grade:</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Fail</td>
</tr>
</tbody>
</table>

**Director / Associate Educator:**

<table>
<thead>
<tr>
<th>Associate Degree in Early Childhood</th>
<th>Bachelor of Teaching (Early Childhood)</th>
<th>Bachelor of Education (Early Childhood &amp; Primary)</th>
</tr>
</thead>
</table>

**ACU National Representative:**

<table>
<thead>
<tr>
<th>Signed:</th>
<th>Signed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-service Educator:</td>
<td>ACU National Professional Experience Coordinator</td>
</tr>
</tbody>
</table>

To be returned by the Early Childhood Director at conclusion of the professional experience.
### CLUSTER 1 The Workplace

#### Competency 1.1 Work within a legal and ethical framework

Examples of evidence when the pre-service educator can:
- Demonstrate an understanding of legislation and common law relevant to work role
- Follow the organisation’s policies and practices
- Work ethically
- Recognise and respond when the client’s rights and interests are not being protected

<table>
<thead>
<tr>
<th>YEAR / LEVEL 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

#### Competency 1.2 Participate in workplace safety procedures

Examples of evidence when the pre-service educator can:
- Identify hazards and assess risk
- Contribute to OHS in the workplace
- Follow strategies and procedures for risk control

<table>
<thead>
<tr>
<th>YEAR / LEVEL 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

#### Competency 1.3 Participate in the work environment

Examples of evidence when the pre-service educator can:
- Examples of evidence when the pre-graduate teacher can:
- Contribute to the effective operation of the workgroup
- Review and develop own work performance

<table>
<thead>
<tr>
<th>YEAR / LEVEL 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

#### Competency 1.4 Apply basic First Aid / Senior First Aid

Examples of evidence when the pre-service educator can:
- Examples of evidence when the pre-graduate teacher can:
- Assess the situation
- Apply basic First Aid techniques
- Communicate details of the incident

<table>
<thead>
<tr>
<th>YEAR / LEVEL 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

#### Competency 1.5 Support the rights and safety of children within duty of care requirements

Examples of evidence when the pre-service educator can:
- Work ethically
- Identify indicators of abuse and act appropriately
- Safeguard the rights and interests of children

<table>
<thead>
<tr>
<th>YEAR / LEVEL 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Other examples of evidence:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

Final Assessment of Cluster 1 – THE WORKPLACE:

- Pass (At least 75% of standards marked 4 or 5)
- Fail
<table>
<thead>
<tr>
<th>Pre-service Educator:</th>
<th></th>
</tr>
</thead>
</table>

### EARLY CHILDHOOD SERVICE PROVIDER DETAILS:

<table>
<thead>
<tr>
<th>Name of Setting:</th>
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<tbody>
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</tr>
<tr>
<td>Preferred e-mail contact:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate Educator:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Director:</th>
<th></th>
</tr>
</thead>
</table>

### CLUSTER 1 THE WORKPLACE

1.1 Work within a legal and ethical framework.
1.2 Participate in workplace safety procedures.
1.3 Participate in the work environment
1.4 Apply basic First Aid / Senior First Aid
1.5 Support the rights and safety of children within duty of care requirements.

Other examples of evidence:

### CLUSTER 2 CAREGIVING

2.1 Care for babies.
2.2 Prepare nutritionally balanced food in a safe and hygienic manner.

Other examples of evidence:

### CLUSTER 3 PLAY AND DEVELOPMENT

3.1 Support the development of children in the service.
3.2 Deliver services/activities to stimulate children’s development and enhance their leisure.
3.3 Develop an understanding of children’s interests and developmental needs.
3.4 Support the rights and safety of children within duty of care requirements.
3.5 Foster and enhance children’s social, emotional and psychological development.
3.6 Foster and enhance children’s cognitive and language development.
3.7 Provide experiences which facilitate children’s expressive development.
3.8 Use music as a medium to enhance children's experiences and development.
3.9 Provide experiences which enhance children's development and learning.

Other examples of evidence:

### CLUSTER 4 CHILDREN’S HEALTH AND SAFETY

4.1 Identify and respond to children and young people at risk of harm.
4.2 Ensure children’s health and safety.
4.3 Responds to illness, accidents and emergencies.
### Other examples of evidence:

<table>
<thead>
<tr>
<th><strong>CLUSTER 5 COMMUNICATIONS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Interact effectively with children.</td>
<td></td>
</tr>
<tr>
<td>5.2 Work in partnership with families to care for the child.</td>
<td></td>
</tr>
</tbody>
</table>

**Other examples of evidence:**

<table>
<thead>
<tr>
<th><strong>CLUSTER 6 PLANNING PROGRAMS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Plan care routines.</td>
<td></td>
</tr>
<tr>
<td>6.2 Document, interpret and use information about children.</td>
<td></td>
</tr>
<tr>
<td>6.3 Arrange /organise experiences which facilitate and enhance children’s development.</td>
<td></td>
</tr>
<tr>
<td>6.4 Observe children and interpret observations.</td>
<td></td>
</tr>
</tbody>
</table>

**Other examples of evidence:**

<table>
<thead>
<tr>
<th><strong>CLUSTER 7 RESOURCES AND SUPPORT</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 7.1 Establish and implement plans for the development of responsible and inclusive behaviours.</td>
<td></td>
</tr>
</tbody>
</table>

**Other examples of evidence:**
ACU NATIONAL EARLY CHILDHOOD REPRESENTATIVE’S – LEVEL 1 REPORT

Pre-service Educator: ___________________________________________________________

Early Childhood Service Provider: ____________________________ Age Range: 0-1 / 1-2

Activity Description: __________________________________________________________

Please record your comments on this page and discuss them with the pre-service educator.

______________________________________________________________________________
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______________________________________________________________________________

Continued over
Pre-service educator Documentation:

Resource Folder  Excellent  □  Satisfactory  □  Unsatisfactory  □

Pre-service educator Progress: Satisfactory  □

At risk  □ (Please provide details below and notify the Professional Experience Office immediately)

Concerns:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Strategies for Improvement:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

ACU National Early Childhood Representative: ___________________________ Date: ____________

Associate Educator: ___________________________________________ Date: ____________

Pre-service Educator: ___________________________________________ Date: ____________

Please return a copy of this report to the ACU National Early Childhood Professional Experience Office.
EARLY CHILDHOOD ASSOCIATE EDUCATOR’S – LEVEL 1 FEEDBACK

Pre-service Educator: _____________________________________________________________

Associate Educator: __________________________________ Age Range: 0-1 / 1-2

Activity Description

Please record your comments on this page and discuss them with the pre-service educator.

Comments

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Suggestions

______________________________________________________________________________

______________________________________________________________________________

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______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Associate Educator: __________________________________ Date: ____________

Pre-service Educator: __________________________________ Date: ____________
REFERENCES


Images:


Inmagine / Moodboard Single Image: mwi11730198 (Medium res) "Children Listening to Teacher Read" The license holder for the image is Australian Catholic University as at 14 March 2008.

Inmagine / Bananastock Single Image: lst069 (Web res) "Students and teacher in the school library." The license holder for the image is Australian Catholic University as at 14 March 2008.