SCHOOL OF EDUCATION

(ACT)

Early Childhood

2010 Professional Experience Guidelines

EDFX111
EDFX215
EDFX267
EDFX314
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INTRODUCTION

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

This handbook is designed to meet the needs of the early childhood service provider, Associate Early Childhood Educators, ACU Representatives and ACU 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 on 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 for 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 program.

To ensure the ongoing quality of the program we welcome your feedback at any time and more formally at the completion of each practicum. All handbooks and early childhood pre-service educator report proforma are available on the ACT School of Education website. Go to: http://www.acu.edu.au/8105 and click on “Early Childhood”.

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 Representatives and the Early Childhood Professional Experience Office, ACU pre-service educators are provided with the opportunity for growth and learning in a welcoming early childhood community.

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

Associate Professor
Dr Carolyn Broadbent
Head, School of Education (ACT)
Early Childhood Professional Experience Contact Details

**Early Childhood Coordinator**
Carolyn Harkness  
Ph: (02) 6209 1217  Fax: (02) 6209 1185  
Email: carolyn.harkness@acu.edu.au

**Officers**

- **Childcare Centres:**  
  Helen Thomasson  
  Ph: (02) 62091148  Fax: (02) 6209 1185  
  Email: helen.thomasson@acu.edu.au  
  Tuesday & Wednesdays only.

- **Schools:**  
  Kerry Wightman  
  Ph: (02) 62091195  Fax: (02) 6209 1185  
  Email: kerry.wightman@acu.edu.au  
  Tuesdays & Wednesdays only.

**Address**
Room 235, Signadou Building, Australian Catholic University – Canberra Campus. 223 Antill Street, Watson, ACT, 2602.  
PO BOX 256, Dickson, ACT, 2602.

**Website**

Please note the above business days for the Professional Experience Office. If the phone is unattended please leave a message or call reception on (02) 62091100. If your call is urgent please phone the Professional Experience Coordinator or alternatively send an email or fax.
ACU GRADUATE ATTRIBUTES
Successful completion of this professional experience program, enable graduates to be:

Ethically informed and able to:
1. demonstrate respect for the dignity of each individual and for human diversity
2. recognise their responsibility to the common good, the environment and society
3. apply ethical perspectives in informed decision making

Knowledgeable and able to:
4. think critically and reflectively
5. demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession
6. solve problems in a variety of settings taking local and international perspectives into account

Skilful and able to:
7. work both autonomously and collaboratively
8. locate, organise, analyse, synthesise and evaluate information
9. demonstrate effective communication in oral and written English language and visual media
10. utilise information and communication and other relevant technologies effectively.

In addition, graduates of research degrees should demonstrate the ability to construct knowledge through research.

Australian Catholic University's (ACU) inspiration, within the Catholic intellectual tradition, summons the University to attend to all that is of concern to human beings. ACU brings a distinctive spiritual perspective to the common tasks of higher education, while being an open and inclusive community.

ACU explicitly engages the social, ethical and religious dimensions of the questions it faces in teaching and research, and service. In its endeavours, it is guided by a fundamental concern for justice and equity, and the dignity of all human beings.

ACU is committed to the pursuit of truth and academic freedom. The University seeks to develop its students as educated, skilled and ethical graduates, who are sensitive to injustice and work for the common good. In line with this commitment, and drawing on the Identity and Mission of the University, the ACU graduate attributes are unique in the sector in highlighting the values that inform all aspects of the University.

ACU undertakes to ensure that all graduates develop the University's graduate attributes. This development is achieved through explicitly teaching and assessing the University's graduate attributes within each course.
Associate Degree in Early Childhood Education, Bachelor of Teaching (Early Childhood) & Bachelor of Education (Early Childhood and Primary)
ROLE OF PARTICIPANTS IN THE ACU PROFESSIONAL EXPERIENCE PROGRAM

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

Early Childhood Professional Experience Officers:
- support the ACU Early Childhood Professional Experience Coordinator in the effective development, administration, and evaluation of programs, and
- maintain ongoing liaison and communication between the Early Childhood Professional Experience Office and the early childhood service providers, educators, ACU pre-service educators, and ACU Representatives.

ACU Representative:
- supports the work of the Associate Educators and pre-service educators,
- provides verbal and written feedback to ACU pre-service educators,
- assists in the assessment process, and is
- usually the contact person between the early childhood service and ACU.

Early Childhood Director (Levels 1 and 2):
- responsible for the induction and mentoring of pre-service educators into the early childhood service.

Associate Educators (Mentoring Team/Room Leader) (Levels 1 and 2):
- is familiar with all relevant requirements as stated in the ACU Professional Experience Guidelines
- provides attendance lists, programs, policies and all other relevant information/documentation
- works with Pre-service Educators to assist and guide sound practice through the provision of both verbal and written feedback
- models teaching techniques and behaviour management strategies that complement and supplement feedback
- supports and encourages Pre-service Educators in achieving relevant professional experience outcomes
- provides opportunities for challenge and success
- encourages Pre-service Educators to critically reflect upon their learning
- evaluates Pre-service Educators’ teaching effectiveness in consultation with the ACU Early Childhood Representative
- completes formative (if appropriate) and/or Summative report and discusses this with Pre-service Educators

School Professional Experience Coordinator or Principal (Levels 3 and 4)
- responsible for the placement and induction of pre-service teachers into the school community
- informing the university should a concern arise
- usually the contact person between the school and the University

Associate Teacher (Levels 3 and 4)
- is familiar with all relevant requirements as stated in the ACU Professional Experience Guidelines
- provides class list, programs, policies and all other relevant information/documentation
works with Pre-service Teachers to assist and guide sound practice through the provision of both verbal and written feedback
models teaching techniques and behaviour management strategies that complement and supplement feedback
supports and encourages Pre-service Teachers in achieving relevant professional experience outcomes
provides opportunities for challenge and success
encourages Pre-service Teachers to critically reflect upon their learning
evaluates Pre-service Teachers’ teaching effectiveness in consultation with the ACU representative
completes formative (if appropriate) and/or Summative report and discusses this with Pre-service Teachers

Children (in the early childhood setting and the primary school)
very important participants in the program.

Pre-service Educator (the ACU student):
works collaboratively with their Associate Educator and Teacher to develop and facilitate high quality teaching and learning experiences for the children.
understands all relevant requirements as stated in the Professional Experience Guidelines
enthusiastically engages with all components of the professional experience program
conforms to the early childhood setting or school policy in relation to dress and professional behaviour
works collaboratively with the Associate Educator or Teacher to develop and facilitate high quality learning and teaching experiences for the children
ensures Associate Educator or Teacher has all required documentation
actively participates in feedback sessions and critically reflects on teaching and learning experiences
has all required documentation ready for ACU representative visit

ACU Early Childhood Advisory Group:
Comprising of representatives from ACU, the CEO (Canberra/Goulburn diocese), relevant government bodies, participating early childhood service providers and the student body.
The role of this group is to:
consider the professional experience program in the light of a developing early childhood course;
ensure a collaborative approach is taken in developing the processes;
evaluate current practices and procedures and advise on improvements to maintain standards;
monitor the responsiveness of the ACU professional experience program to the needs of the stakeholders including pre-service educators, children’s services, employing bodies and the University; and,
support the chair of the Early Childhood Advisory Group to invite other members to join the committee as appropriate.
## PROGRAM OF STUDY

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<td>Semester 1</td>
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<td>EDFD167 Contexts for Learning &amp; Development</td>
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<td>EDCU101 Early Childhood Education 1 – Early Childhood Pedagogy and Curriculum</td>
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<td>EDLA168 Children’s Literature for Literacy</td>
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<td>EDAR368 Creative Arts Education 1</td>
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<td>EDFX111 Professional Experience Early Childhood 1 (0-2yrs) (full year)</td>
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<td>Semester 2</td>
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<td>EDFD166 Early Childhood Education 2: The Ecology of Childhood</td>
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<td>EDFD267 Early Childhood Education 3: Partnerships for Learning</td>
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<td>EDLA167 Linguistics for Literacy</td>
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<td>EDPH366 Personal Development, Health and Physical Education</td>
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<td>EDFX111 Professional Experience Early Childhood 1 (0-2yrs) (full year)</td>
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<td>EDCU202 Early Childhood Education 4: Building Curriculum Connections and Continuities</td>
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<td>EDFD266 Creating Inclusive, Safe and Supportive Schools</td>
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<td>EDST167 Science and Technology for Primary Teachers 1</td>
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<td>EDLA264 Literacy Education 1</td>
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<td>EDFX267 Community Engagement Program (Semester 1)</td>
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<td>EDFX215 Professional Experience Early Childhood 2 (3-5yrs) (full year)</td>
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<td>EDTS260 Teaching and Learning: Preparing for the Contexts of the Field</td>
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<td>EDMA369 Exploring Mathematics 2</td>
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<td>EDMA262 Mathemetic: Learning and Teaching 1</td>
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<td>THEO162 Introducing the Scriptures or Elective</td>
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<td>EDFX314 Professional Experience Early Childhood 3 (5-8 yrs) (full year)</td>
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<td>Semester 1</td>
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<td>Winter term (Intensive)</td>
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<td>EDRE162 Religious Education 2 or Elective</td>
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<td>THEO164 Introducing Church Life or Elective</td>
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<td>Semester 2 (Intensive)</td>
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<td>EDAB161 Indigenous Cultures and Peoples</td>
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<td>EDMA360 Mathematics: Learning and Teaching 2</td>
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<td>EDFX413 Professional Experience 4 (5-12yrs)</td>
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**NOTE:** amendments may be made to unit availability depending on student demand.
OUTLINE OF PROFESSIONAL EXPERIENCE REQUIREMENTS

The ACU Early Childhood course encompasses three programs, 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.

Successful completion of the first full 2 years of the program will be equivalent to the competencies required for the Diploma of Children’s Services (Early childhood education and care) (CHC50908). Successful completion of the full four year Bachelor of Education (Early Childhood and Primary) program will enable graduating educators to meet teacher registration requirements within Australia qualifying them to teach from birth to age 12. See relevant booklet for specific details on each professional experience placement.

EDFX111 (level 1)

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<td>PROFESSIONAL EXPERIENCE DAYS – 12 Wednesdays of compulsory attendance</td>
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<td><strong>2 DAYS AT ACU / 2 DAYS AT CIT:</strong></td>
<td><strong>8 DAYS AT PLACEMENT:</strong></td>
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<td>ACU 1: Lecture Week (LW) 1 – 24 February – Induction workshop / ePortfolio presentations.</td>
<td>LWs 4, 5, 6, 7, 8, 9,10,11</td>
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<td>ACU 2: LW 2 – 3 March – CIT training</td>
<td>17, 24, &amp; 31 March</td>
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<tr>
<td>ACU 3: LW 3 – 10 March – CIT Training</td>
<td>14, 21, &amp; 28 April</td>
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<tr>
<td>ACU 4: LW 12 – 19 May – Reflective Practice workshop and Preparation for Block Practicum</td>
<td>5 &amp; 12 May</td>
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<td><strong>BLOCK PRACTICUM – 12 days that all students are required to attend</strong></td>
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<tr>
<td><strong>1 DAY AT ACU:</strong></td>
<td><strong>11 DAYS AT PLACEMENT:</strong></td>
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<tr>
<td>ACU 5: Wednesday 30 June (University Week 27) – Reflective Practice workshop.</td>
<td>Thursday 10 June through to Thursday 24 June. Not including Queen’s Birthday Public Holiday - June 14.</td>
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<td><strong>SEMESTER 2</strong></td>
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<td>PROFESSIONAL EXPERIENCE DAYS – 10 Wednesdays of compulsory attendance</td>
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<td><strong>2 DAYS AT ACU:</strong></td>
<td><strong>8 DAYS AT PLACEMENT:</strong></td>
</tr>
<tr>
<td>ACU 6: LW 3 – 18 August – ACU workshop.</td>
<td>LWs 4, 5, 6, 7, 8, 9,10,11</td>
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<tr>
<td>ACU 7: LW 12 – 27 October – Reflective Practice workshop and Preparation for Block Practicum</td>
<td>25 August</td>
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<td></td>
<td>1, 8, 15, &amp; 22 September</td>
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<td>6, 13, &amp; 20 October</td>
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<th>BLOCK PRACTICUM – 14 days that all students are required to attend</th>
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<td><strong>1 DAY AT ACU:</strong> ACU 8: Wednesday 1 December – Reflective Practice</td>
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<tr>
<td>ePortfolio Presentation workshop.</td>
</tr>
<tr>
<td><strong>13 DAYS AT PLACEMENT:</strong> Monday 15 November through to</td>
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<tr>
<td>Tuesday 30 November.</td>
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Both the Professional Experience Days and the Block Practicum are closely linked to the Education Studies units: EDFD166 Early Childhood Education 2 – The Ecology of Childhood

**24 DAYS** EDFX111 pre-service educators undertake professional experience as 8 supervised field days; 13 days block practicum in settings for 0-35 months plus 3 days at ACU across the first semester.

EDFX267 (LEVEL 2)

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<th>EDFX207 COMMUNITY ENGAGEMENT PROGRAM (CEP)</th>
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<td>10 days (70 hours) that all students are required to attend</td>
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The Community Engagement Program is premised on an understanding that learning is enhanced through exposure to a variety of other individuals and contexts, particularly those that present different forms of knowledge, experiences, and attitudes. This component of the program comprises 10 days or 70 hours professional experience in an educational setting other than a primary classroom. Community Engagement provides opportunities for pre-service teachers to increase their understanding of the opportunities for learning outside the school classroom while contributing to the life of the community through the sharing of personal expertise and time. This aspect of the pre-service educators professional experience program is organised through the Primary Education Professional Experience Office (Room 227, Signadou Building).
# EDFX215 (LEVEL 2)

**EDFX215 Professional Experience Early Childhood 2 – Requirements**

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<td><strong>PROFESSIONAL EXPERIENCE DAYS – 12 Thursdays of compulsory attendance</strong></td>
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<tr>
<td><strong>4 DAYS AT ACU:</strong></td>
<td><strong>8 DAYS AT PLACEMENT:</strong></td>
</tr>
<tr>
<td>ACU 1: LW 1 – 25 February – Induction workshop / ePortfolio Presentations.</td>
<td>LWs 4, 5, 6, 7, 8, 9,10,11</td>
</tr>
<tr>
<td>ACU 2: LW 2 – 4 March – Epi pen training/ Asthma training</td>
<td>18 &amp; 25 March</td>
</tr>
<tr>
<td>ACU 3: LW 3 – TBA</td>
<td>1, 15, 22 &amp; 29 April</td>
</tr>
<tr>
<td>ACU 4: LW 12 – 20 May. Reflective Practice workshop and Preparation for Block Practicum</td>
<td>6 &amp; 13 May</td>
</tr>
<tr>
<td><strong>BLOCK PRACTICUM – 14 days that all students are required to attend</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1 DAY AT ACU:</strong></td>
<td><strong>13 DAYS AT PLACEMENT:</strong></td>
</tr>
<tr>
<td>ACU 7: Wednesday 30 June – Reflective Practice workshop.</td>
<td>Thursday 10 June through to Tuesday 29 June). Not including Queen’s Birthday Public Holiday - June 14.</td>
</tr>
</tbody>
</table>

Both the Professional Experience Days and the Block Practicum are closely linked to the Education Studies units: EDFD261 Creating Inclusive, Safe and Supportive Schools & EDCU202 Early Childhood Education 4 – Building Curriculum Connections and Continuities

**26 DAYS** EDFX215 pre-service educators undertake professional experience as 6 supervised field days; 13 days block practicum in settings for 3-5 years plus 7 days at ACU across the first semester.

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<tr>
<th>SEMESTER 2</th>
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<tbody>
<tr>
<td><strong>PROFESSIONAL EXPERIENCE DAYS – 10 Thursdays of compulsory attendance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3 DAYS AT ACU:</strong></td>
<td><strong>8 DAYS AT PLACEMENT:</strong></td>
</tr>
<tr>
<td>ACU 6: LW 3 – 19 August – ACU workshop.</td>
<td>LWs 4, 5, 6, 7, 8, 9,10,11</td>
</tr>
<tr>
<td>ACU 7: LW 9 – 7 October – Student-led PD Workshop</td>
<td>26 August</td>
</tr>
<tr>
<td>ACU 8: LW 12 – 28 October – Reflective Practice workshop and Preparation for Block Practicum</td>
<td>2, 9, 16 &amp; 23 September</td>
</tr>
<tr>
<td><strong>BLOCK PRACTICUM – 14 days that all students are required to attend</strong></td>
<td><strong>7, 14 &amp; 21 October</strong></td>
</tr>
<tr>
<td><strong>1 DAY AT ACU:</strong></td>
<td><strong>13 DAYS AT PLACEMENT:</strong></td>
</tr>
<tr>
<td>ACU 9: Thursday 2 December – Reflective Practice ePortfolio Presentation workshop.</td>
<td>Monday 15 November through to Wednesday 1 December.</td>
</tr>
</tbody>
</table>

Both the Professional Experience Days and the Block Practicum are closely linked to the Education Studies unit: EDFD314 Early Childhood Education 5 – Early Childhood Leadership

**24 DAYS** EDFX215 pre-service educators undertake professional experience as 7 supervised field days; 13 days block practicum in settings for 3-5 years plus 4 days at ACU across the second semester.
**EDFX314 (LEVEL 3)**

<table>
<thead>
<tr>
<th><strong>EDFX314 Professional Experience Early Childhood 3 – Requirements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER 1</strong></td>
</tr>
<tr>
<td><strong>PROFESSIONAL EXPERIENCE DAYS – 12 Wednesdays of compulsory attendance</strong></td>
</tr>
<tr>
<td><strong>6 DAYS AT ACU:</strong></td>
</tr>
<tr>
<td>ACU 1: LW 1 – 24 February – Induction workshop / ePortfolio presentations.</td>
</tr>
<tr>
<td>ACU 2: LW 2 – 3 March – Transitioning to School 1</td>
</tr>
<tr>
<td>ACU 3: LW 3 – 10 March – Transitioning to School 2</td>
</tr>
<tr>
<td>ACU 4: LW 7 – 14 April – AEDI Workshop 1 (tbc)</td>
</tr>
<tr>
<td>ACU 5: LW 8 – 21 April – AEDI Workshop 2 (tbc)</td>
</tr>
<tr>
<td>ACU 6: LW 12 – 19 May – Reflective Practice workshop and Preparation for Block Practicum</td>
</tr>
<tr>
<td><strong>6 DAYS AT PLACEMENT:</strong></td>
</tr>
<tr>
<td>LWs 4, 5, 6, 7, 8, 9, 10,11</td>
</tr>
<tr>
<td>17, 24 &amp; 31 March</td>
</tr>
<tr>
<td>28 April</td>
</tr>
<tr>
<td>5 &amp; 12 May</td>
</tr>
<tr>
<td><strong>BLOCK PRACTICUM – 12 days that all students are required to attend</strong></td>
</tr>
<tr>
<td><strong>1 DAY AT ACU:</strong></td>
</tr>
<tr>
<td>ACU 7: Thursday 1 July – Reflective Practice workshop.</td>
</tr>
<tr>
<td><strong>13 DAYS AT PLACEMENT:</strong></td>
</tr>
<tr>
<td>Friday 11 June through to Wednesday 30 June. Not including Queen’s Birthday Public Holiday – June 14.</td>
</tr>
<tr>
<td><strong>26 DAYS</strong> EDFX314 pre-service educators undertake professional experience as 6 supervised field days; 13 days block practicum in primary Kindergarten year plus 7 days at ACU across the first semester.</td>
</tr>
<tr>
<td><strong>SEMESTER 2</strong></td>
</tr>
<tr>
<td><strong>PROFESSIONAL EXPERIENCE DAYS – 10 Wednesdays of compulsory attendance</strong></td>
</tr>
<tr>
<td><strong>3 DAYS AT ACU:</strong></td>
</tr>
<tr>
<td>ACU 9: LW 9 – 6 October – Student-led PD Workshop</td>
</tr>
<tr>
<td>ACU 10: LW 12 – 27 October – Reflective Practice workshop and Preparation for Block Practicum</td>
</tr>
<tr>
<td><strong>7 DAYS AT PLACEMENT:</strong></td>
</tr>
<tr>
<td>LWs 4, 5, 6 9,10,11</td>
</tr>
<tr>
<td>25 August</td>
</tr>
<tr>
<td>1, 8, 15 &amp; 22 September</td>
</tr>
<tr>
<td>13 &amp; 20 October</td>
</tr>
<tr>
<td><strong>BLOCK PRACTICUM – 14 days that all students are required to attend</strong></td>
</tr>
<tr>
<td><strong>1 DAY AT ACU:</strong></td>
</tr>
<tr>
<td>ACU 11: Wednesday 1 December – Reflective Practice ePortfolio Presentation workshop.</td>
</tr>
<tr>
<td><strong>13 DAYS AT PLACEMENT:</strong></td>
</tr>
<tr>
<td>Monday 15 November through to Tuesday 30 November.</td>
</tr>
<tr>
<td><strong>24 DAYS</strong> EDFX314 pre-service educators undertake professional experience as 7 supervised field days; 13 days block practicum in primary years 1 – 2 plus 4 days at ACU across the second semester.</td>
</tr>
</tbody>
</table>
EDFX111
EDFX215
EDFX267
EDFX314
EDFX111 (LEVEL 1) – DETAILED OUTLINE

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

Learning Outcomes 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 DoDHCS Regulations and Code of Conduct

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

5. Become aware of and support the implementation of 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, and 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, and visual arts

Semester 1 Important dates:
1. Orientation Week – Professional Experience Packages will be distributed to students.
2. Wednesday 24 February. Induction workshop at ACU: Times and room to be advised. All students are required to attend.
3. **Wednesday 10 March.** Notification of placements. Students should check the EDFX111 Blackboard site and email messages for details. Any difficulties should be referred to the Early Childhood Professional Experience Office.

4. **Wednesday 19 May.** Reflective Practice workshop and Preparation for Block Practicum

5. **Wednesday 30 June.** Reflective Practice Workshop at ACU. Pre-service teachers are required to attend and submit their Learning Journals.

**Semester 2 Important dates:**

1. **Wednesday 11 August.** Protective Behaviours workshop at ACU: Times and room to be advised. All students are required to attend.

2. **Wednesday 18 August.** Notification of placements. Students should check the EDFX111 Blackboard site and email messages for details. Any difficulties should be referred to the Early Childhood Professional Experience Office.

3. **Wednesday 27 October.** Reflective Practice workshop and Preparation for Block Practicum

4. **Wednesday 1 December.** Reflective Practice Workshop at ACU: Pre-service teachers are required to attend to present their ePortfolios and submit their Learning Journals.

**Professional Experience Requirements**

*Please read in conjunction with the Pre-Service Teacher Learning Journal*

**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:

- eleven days between University Weeks 24 and 26.
- thirteen days between University Weeks 46 and 48.

An ACU early childhood representative will make at least two visits to the early childhood service during the Block Practicum periods to meet with the pre-service educators.
Typical Engagement Pattern for BOTH semesters:

### Professional Experience Days

<table>
<thead>
<tr>
<th>Day</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation to setting</td>
</tr>
<tr>
<td>2-4</td>
<td>Care-giving and small group work</td>
</tr>
<tr>
<td>5 +</td>
<td>Care-giving and ONE learning experience per day</td>
</tr>
</tbody>
</table>

### Block Practicum

<table>
<thead>
<tr>
<th>Day</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Care-giving and small group work</td>
</tr>
<tr>
<td>2-3</td>
<td>Care-giving and ONE learning experience per day</td>
</tr>
<tr>
<td>4-6</td>
<td>Care-giving and TWO learning experiences per day</td>
</tr>
<tr>
<td>7 +</td>
<td>Care-giving and THREE learning experiences per day</td>
</tr>
<tr>
<td>Final Day</td>
<td>At ACU – Reflection and evaluation.</td>
</tr>
</tbody>
</table>

**Documentation**

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

There are three specific elements of documentation:

**Professional Practice folder.**
- Observation/monitoring and assessments
- Planning (in level four this is replaced by the Day Book), and
- Reflective Practice (Learning Journal);

**Resource folder.**
- the completed commitment to professional conduct form, and
- information pertaining to your specific setting and professional experience program.

**ePortfolio.**

Pre-service educators are asked to complete the various tasks that are to be included in their Early Childhood ePortfolio in conjunction with study in the Education Units:

- EDFD167 Contexts for Learning and Development,
- EDCU101 Early Childhood Education 1 – Early Childhood Pedagogy and Curriculum,
- EDFD166 Early Childhood Education 2 – The Ecology of Childhood, and
- EDFD267 Early Childhood Education 3 – Partnerships for Learning.
EDFX111
EDFX215
EDFX267
EDFX314
EDFX215 (LEVEL 2) – DETAILED OUTLINE

This unit expands the opportunities for orientating the early childhood pre-service educator to the profession by emphasising professional interaction, familiarisation with early childhood centres and staff working with them. Guided observation of children aged 3-5 years will provide opportunities to develop further, an awareness of the strengths, interests and emerging development of children and further promote an understanding of child development, socio-cultural perspectives and contemporary perspectives of childhoods. Through observation and discussion the pre-service educator/carer is able to understand and develop elementary teaching and guidance skills and to plan and implement a range of play and learning experiences and emergent curriculum with children aged 3-5 years.

Learning Outcomes:
At completion of this unit students will be expected to be able to:

1. Identify the characteristics of effective contemporary early childhood settings for 3-5 year olds
   - Participate in and reflect on the professional roles and responsibilities, and centre organisation and management
   - Document and reflect on strategies used to facilitate strong links between home, setting and community
   - Facilitate responsive and culturally sensitive relationships between children, families and colleagues
   - Utilise aesthetically pleasing, culturally relevant and home like environments, which reflect contemporary pedagogies
   - Utilise a range of aesthetically pleasing and culturally relevant resources and materials that facilitate creativity and problem solving and are responsive to children’s interests and strengths and the cultural and linguistic context

2. Commence the transition from student to early childhood educator and care giver
   - Develop and strengthen professional and ethical systems of record keeping and documentation relevant to the context
   - 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
   - Facilitate values of fairness and respect in all interactions with children, families and colleagues
   - Facilitate and engage in effective communication with families in relation to the children and the program and children’s health and wellbeing
   - Plan, and implement a range of care giving routines and play and learning experiences that supports the child as a strong, capable and active learner
   - Actively contribute to centre meetings and events for children, colleagues and families
   - Show evidence of critical reflection and analysis of participation in professional roles and responsibilities
   - Be aware of and abide by ECA code of ethics and DoDHCS Regulations and Code of Conduct

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
Facilitate and reflect on the implementation of 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

Demonstrate knowledge and understanding of reflective practice in programming and planning

4. Develop strategies for facilitating positive relationships with children, families and colleagues

Oral and written communication reflects a range of methods of positive communication

Use documentation of children’s play, development and learning that supports ongoing dialogue with children, families and colleagues

Demonstrate positive approaches to guiding and supporting children’s engagement in play and learning

Demonstrate positive approaches to managing challenging behaviour

5. Become aware of and support the implementation of the basic skills and techniques associated with the education and care of 3-5 year olds

Interact and engage in children’s play and care giving in ways that support creativity and problem solving and demonstrate knowledge of play development and learning of children 3–5 years

Facilitate the implementation of health and hygiene practices – eg toileting, meals, food preparation, rest times, control of infectious diseases

Facilitate the implementation of safety practices – OHS, risk assessment, manual handling

Demonstrate evidence of leadership within the setting that reflects contemporary theories of management - facilitate a staff meeting, develop a brochure, organise an event for families

Organise early childhood environments to support and facilitate positive engagements and interactions

Use a range of creative strategies to support children to participate effectively in routines and transitions

6. Observe individual and small groups of children and use these observations to implement and evaluate 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 based on an emergent curriculum

Establish portfolios of children’s learning that include observations, work samples, photographs and other relevant documents

Plan, implement and evaluate small group experiences (3-6 children) which link to observations and learning focus and actively engage children using a range of relevant resources
• Plan, implement and evaluate small group experiences (3-6 children) which link to observations, actively engage children and use aspects of emergent literacy, creative arts, emergent numeracy, science and technology and children’s social worlds
• Demonstrate responsive approaches and strategies for teaching and learning within the implementation of planned and spontaneous experiences
• Demonstrate strong awareness of and responsiveness to aspects of diversity and social justice in planning, programming and interactions
• Plan, implement and evaluate experiences, which support children’s shared interests, theories and responses
• Provide 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. Extend the collation of practical teaching resources, including relevant literature, references, and educational resources (teaching aids)
• Include aesthetically pleasing and culturally diverse resources
• Include a diverse range of children’s texts that reflect a range of genres and anti bias and social justice perspectives
• Include artefacts that support and extend children’s interests and lived experience, problem solving and creativity
• Include resources that will provoke children’s curiosity, engagement and investigative skills

Semester 1 Important dates:
1. **Orientation Week** – Professional Experience Packages will be distributed to students.
2. **Thursday 25 February.** Induction workshop at ACU: Times and room to be advised. All students are required to attend.
3. **Thursday 11 March.** Notification of placements. Students should check the EDFX111 Blackboard site and email messages for details. Any difficulties should be referred to the Early Childhood Professional Experience Office.
4. **Thursday 20 May.** Reflective Practice workshop and Preparation for Block Practicum
5. **Wednesday 30 June.** Reflective Practice Workshop at ACU. Pre-service teachers are required to attend and submit their Learning Journals.

Semester 2 Important dates:
1. **Thursday 12 August.** Protective Behaviours workshop at ACU: Times and room to be advised. All students are required to attend.
2. **Thursday 19 August.** Notification of placements. Students should check the EDFX111 Blackboard site and email messages for details. Any difficulties should be referred to the Early Childhood Professional Experience Office.
3. **Thursday 28 October.** Reflective Practice workshop and Preparation for Block Practicum
4. **Thursday 2 December.** Reflective Practice Workshop at ACU: Pre-service teachers are required to attend to present their ePortfolios and submit their Learning Journals.
Typical Engagement Pattern for BOTH semesters:

<table>
<thead>
<tr>
<th>Professional Experience Days</th>
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<tbody>
<tr>
<td>Day</td>
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<tr>
<td>1</td>
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<tr>
<td>2-3</td>
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<tr>
<td>4+</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Block Practicum</th>
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</thead>
<tbody>
<tr>
<td>Day</td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>2-3</td>
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<tr>
<td>4-8</td>
</tr>
<tr>
<td>8+</td>
</tr>
<tr>
<td>Final Day</td>
</tr>
</tbody>
</table>

Documentation:
Documentation should be of a high standard. Lesson Plans and Resource Folders should be available for discussion with Associate Teachers and visiting ACU Representatives.
There are three specific elements of documentation the:

Professional Practice folder.
Containing:
- Observation/monitoring and assessments
- Planning (in level four this is replaced by the Day Book), and
- Reflective Practice (Learning Journal);

Resource folder.
Containing:
- the completed commitment to professional conduct form, and
- information pertaining to your specific setting and professional experience program.

ePortfolio.
Pre-service educators are asked to complete the various tasks that are to be included in their Early Childhood ePortfolio in conjunction with study in the Education Units:
- EDFD167 Contexts for Learning and Development,
- EDCU101 Early Childhood Education 1 – Early Childhood Pedagogy and Curriculum,
- EDFD166 Early Childhood Education 2 – The Ecology of Childhood, and
- EDFD267 Early Childhood Education 3 – Partnerships for Learning.
EDFX267 COMMUNITY ENGAGEMENT PROGRAM

Study in this Professional Experience unit is closely linked to the Education Studies unit EDFD221 Creating Inclusive Safe and Supportive Schools.

Aims

The Community Engagement Program is premised on an understanding that learning is enhanced through exposure to a variety of other individuals and contexts, particularly those that present different forms of knowledge, experiences, and attitudes.

This component of the Professional Experience Program seeks to:

- expose pre-service teachers to diverse contexts that will challenge their values and beliefs
- encourage the development of open and flexible thinking and responsiveness to change
- promote an awareness of the concept of life-long learning through participation in experiences that cater for a range of individual developmental stages from early childhood through to aged care
- facilitate the development of cognitive strengths, including specific intelligences, preferred learning styles, and higher-order thinking skills; and
- provide opportunities for pre-service teachers to contribute to the life of the community through the sharing of personal expertise and time.

Details

Pre-service teachers are required to complete ten (10) days or 70 hours in a community educational setting other than a primary classroom. They are encouraged to commence their CEP early in 2009 or after enrolment in the unit EDFX207. The holiday season in January provides many opportunities for participation in specialised programs.

Pre-service teachers should refer to the Community Engagement Program Booklet 2009 for further information regarding placements, requirements and presentation of the report.

Due Date:

The CEP should be completed and the CEP Report presented to the Professional Experience Officer no later than Friday 21 May 2010.
EDFX111
EDFX215
EDFX267
EDFX314
EDFX314 (LEVEL 3) – DETAILED OUTLINE

The third year of the professional experience program builds upon the work commenced during Professional Experience Early Childhood 1 and 2 and extends pre-service early childhood educator’s understandings of the complexity of the teaching and learning process in regard to individual differences, cultural diversity, and context as they begin to work with children aged either 5-8 or 9-12. Through culturally and geographically diverse placements, pre-service educators are able to engage in professional learning experiences that provide opportunities for the development of new knowledge and skills, deeper cultural awareness, and professional identity. Students are expected to take responsibility for planning and implementing individual, small group and whole class learning experiences for an extended sequential period as well as participating in other school activities.

It is proposed that students desiring to specialise in the early childhood band of schooling will be advised to undertake placements in upper primary (grades 3-6) during the course of the level 3 Professional Experience Program. This enables a specialisation in the lower primary grades (K-2) in the final year.

Learning Outcomes

At completion of this unit pre-service educators will be able to:

- synthesise theoretical considerations related to teaching and learning with professional practice
- consolidate and extend classroom teaching and management skills
- critically reflect and evaluate their classroom experiences as a means to develop and refine professional skills
- implement a variety of classroom organisational procedures
- propose appropriate programs for children based on children's needs
- demonstrate open and flexible thinking and responsiveness to change
- consolidate the development of cognitive strengths, including specific intelligences, preferred learning styles, and higher-order thinking skills.

Semester 1 Important dates:

1. **Orientation Week** – Professional Experience Packages will be distributed to students.
2. **Wednesday 24 February**. Induction workshop at ACU: Times and room to be advised. All students are required to attend.
3. **Wednesday 10 March**. Notification of placements. Students should check the EDFX314 Blackboard site and email messages for details. Any difficulties should be referred to the Early Childhood Professional Experience Office.
4. **Wednesday 19 May**. Reflective Practice workshop and Preparation for Block Practicum
5. **Thursday 1 July**. Reflective Practice Workshop at ACU. Pre-service teachers are required to attend and submit their Learning Journals.

Second Semester Block Practicum

Pre-service teachers are responsible for the organisation of placements in rural, remote or international settings during SECOND SEMESTER. After establishing rural, remote or international school placements, pre-service teachers should complete and submit the **Confirmation of Placement Form** (see Appendix 7) to the Early Childhood Professional Experience Office. Forms should be received no later than Wednesday 19 May 2010. Confirmation of placements will be displayed on the EDFX314 Blackboard Site. All relevant
documentation will be sent to schools well in advance of the commencement of the Block Practicum.

If pre-service teachers are unable to leave Canberra to complete their Block Practicum, due to personal difficulties or responsibilities, they should contact the Professional Experience Officer, regarding placement in a local school. Please note: all local placements are organised by the ACU Professional Experience Office.

Preparation for the Second Semester Block Practicum

Pre-service teachers are:

- expected to make contact with their Associate Teachers at least 5 weeks prior to the commencement of the Block Practicum to ensure preparation time is used profitably for planning lessons. Pre-service teachers should visit their schools, if possible, before commencing the practicum.

- responsible for the planning and preparation of lesson notes and other documentation. Please check details regarding library hours and borrowing rights during the practicum.

- required to meet with their ACU Representatives before commencing the Block Practicum to confirm supervision times and to discuss any matters of concern. A meeting for this purpose is scheduled in Semester 1. Details to be advised.

- required to notify the Professional Experience Coordinator if any difficulties arise.

Pre-Service Teachers’ Second Week Response Fax to ACU (see Appendix 8)

At the end of Week 1 (Friday, November 19), pre-service teachers are asked to reflect on their professional experiences and then write short creative responses on the Second Week Professional Experience Report provided in the Appendices of this booklet. The report should be faxed to the ACU Professional Experience Office ON MONDAY THE 22ND OF NOVEMBER. Pre-service teachers should also take this opportunity to alert the Professional Experience Office to any concerns or difficulties.

Semester 2 Important dates:

1. **Wednesday 19 May.** Confirmation of Placement Form due for rural, remote or international placement.

2. **Wednesday 11 August.** Workshop at ACU: Times and room to be advised. All students are required to attend.

3. **Wednesday 18 August.** Notification of placements. Students should check the EDFX314 Blackboard site and email messages for details. Any difficulties should be referred to the Early Childhood Professional Experience Office.

4. **Wednesday 27 October.** Reflective Practice workshop and Preparation for Block Practicum

5. **Monday 22 November.** Pre-Service Teachers’ Second Week Response Fax To ACU

6. **Wednesday 1 December.** Reflective Practice Workshop at ACU: Pre-service teachers are required to attend to present their ePortfolios and submit their Learning Journals.

Typical Engagement Pattern for BOTH semesters:

<table>
<thead>
<tr>
<th>Professional Experience Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day</strong></td>
</tr>
<tr>
<td>1-2</td>
</tr>
<tr>
<td>3-4</td>
</tr>
<tr>
<td>5-6</td>
</tr>
</tbody>
</table>
### Block Practicum

<table>
<thead>
<tr>
<th>Day</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>TWO learning experiences per day</td>
</tr>
<tr>
<td>3-5</td>
<td>THREE learning experiences per day</td>
</tr>
<tr>
<td>6</td>
<td>In-school preparation for full day teaching</td>
</tr>
<tr>
<td>7+</td>
<td>Full day teaching</td>
</tr>
<tr>
<td>Final Day</td>
<td>At ACU – Reflection and evaluation.</td>
</tr>
</tbody>
</table>

**Documentation:**

Documentation should be of a high standard. Lesson Plans and Resource Folders should be available for discussion with Associate Teachers and visiting ACU Representatives.

There are three specific elements of documentation:

- **Professional Practice folder.**
  - Observation/monitoring and assessments
  - Planning (in level four this is replaced by the Day Book), and
  - Reflective Practice (Learning Journal);

- **Resource folder.**
  - the completed commitment to professional conduct form, and
  - information pertaining to your specific setting and professional experience program.

- **ePortfolio.**
  Pre-service educators are asked to complete the various tasks that are to be included in their Early Childhood ePortfolio in conjunction with study in the Education Units:
  - EDFD167 Contexts for Learning and Development,
  - EDCU101 Early Childhood Education 1 – Early Childhood Pedagogy and Curriculum,
  - EDFD166 Early Childhood Education 2 – The Ecology of Childhood, and
  - EDFD267 Early Childhood Education 3 – Partnerships for Learning.

**Recommended Texts**


ACU is responsible for organising the professional experience placements, the Professional Experience Days and the Block Practicum. We aim to give each pre-service educator a broad range of experiences in a variety of settings including: long day care, occasional care, private, community-based and government-based services that follow sequential age groupings, beginning with infants, through toddlers, preschoolers, and into the primary school bands of early, middle and later childhood. 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.

The Professional Experience Office will consider all relevant credited previous experience and offer placements to enhance the pre-service educator’s professional development.

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 (Mentoring Teacher or Room/Team Leader) in conjunction with the Early Childhood Director/School Professional Experience Coordinator. Both 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.

The final assessment should be the result of a collaborative effort involving all partners in the process: the pre-service educator, the Associate Educators, the Early Childhood Director (Levels 1 & 2) and the School Professional Experience Coordinator (Levels 3 & 4), ACU Representative and the ACU Professional Experience Coordinator (if required). All competency clusters, both Beginning Educator (Levels 1 & 2) and Beginning Teacher (Levels 3 & 4), must be achieved.

Formative Evaluation
Regular feedback is an essential element of Professional Experience. Associate Educators are asked to provide regular feedback to pre-service educators regarding their progress through discussion and written comments. It is recommended that pre-service educators receive feedback that promotes both confidence and growth and opportunities for the development of specific strategies to assist in coping with areas of concern. Refer to the relevant booklets for task lists, competencies and reports.

Reporting
Please refer to ACU website to download Report forms http://www.acu.edu.au/8105

Early childhood settings and schools are asked to ensure that all reports are fully completed and signed then returned to the University to avoid delays in processing claim forms and pre-service educator grades.

Supervised Field Day Reports
The relevant EDFX Professional Experience Report Booklets contain an attendance record and task list relating to these weekly visits. These must be signed by the Associate Educator/Director/School Professional Experience Coordinator each time the pre-service educator visits and provides evidence for having attended and completed relevant days and tasks. When all of the PED’S days and a critical self reflection have been completed the pre-service educator must lodge a copy of these items to the Professional Experience Office. This requirement BEFORE the pre-service educator commences their block placement.

Early Childhood Professional Experience Report
The Early Childhood Director/Associate Educator/School Professional Experience Coordinator is responsible for the timely completion of the Early Childhood Professional Experience Report in collaboration with the pre-service educator. The Early Childhood Professional Experience Report
has been developed to reflect the competencies outlined in the Beginning Early Childhood Educator Competencies and Indicators. It is recommended this report is completed on the final day of professional experience.

The pre-service educator should read, comment and sign the report by the last day of each block practicum.

Once complete, the entire professional experience booklet (inclusive of: the original, signed attendance record, completed weekly and block tasks, signed visits, critical self reflections and final report) is to be submitted to the Early Childhood Professional Experience Office by the pre-service educator. A full copy of the report is to be retained by the pre-service educator and the early childhood setting/preschool/school for future reference.

Pre-service Teachers “At Risk” of Failure

Step 1
If an Associate Educator is concerned that a pre-service educator’s progress is unsatisfactory, the Early Childhood Director/School Professional Experience Coordinator should contact the ACU Early Childhood Professional Experience Office immediately. The Early Childhood Director/School Professional Experience Coordinator should ensure the pre-service educator is aware of the concern.

It is essential that pre-service teacher have sufficient time to demonstrate improvement before the end of the practicum. Therefore, the pre-service teacher and the ACU Professional Experience Coordinator should be alerted to possible ‘Risk of Failure’ at least five days before the end of the practicum.

Step 2
An ACU Representative or the ACU Early Childhood Professional Experience Officer will then arrange a meeting with the Early Childhood Director/School Professional Experience Coordinator and pre-service educator to provide support and determine whether the pre-service educator should be formally placed ‘At Risk of Failure’. Depending on the nature of the concerns, it may be appropriate for the ACU Representative to observe the educator within the setting during this visit to the Centre or School.

Step 3
At the meeting, the ‘At Risk of Failure’ Feedback Sheet will be completed by the ACU Representative in consultation with the Early Childhood Director/School Professional Experience Coordinator and pre-service educator.

The Feedback Sheet should then form the basis for a discussion between the Early Childhood Director/School Professional Experience Coordinator and pre-service educator regarding progress and specific areas of concern.

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.

Step 4
To complete the process, the ACU Representative, in consultation with the Early Childhood Director/School Professional Experience Coordinator and pre-service educator, will complete the appropriate ACU Representative’s Report providing details of the concerns and strategies for improvement.

The School of Education values and expects professional conduct at all times and reserves the right to terminate the Professional Experience at any time on the grounds of unprofessional behaviour. Upon termination a Fail grade will be awarded.
DOCUMENTATION

There are three specific elements of documentation that are the key to your professional development:

- Professional Practice folder, containing:
  - Observation/monitoring and assessments
  - Planning (in level four this is replaced by the Day Book), and
  - Reflective Practice (Learning Journal);
- Resource folder, containing:
  - the completed commitment to professional conduct form, and
  - information pertain to your specific placement’s:
    - organisational procedures
    - class organisation and structure
    - key curriculum or learning frameworks
    - curriculum development and evaluation
    - approaches to assessment for learning, and
    - operational philosophies, etc.
- ePortfolio.

The interplay between these elements provide the opportunity to demonstrate a growing level of professionalism that is relevant across the early years before compulsory schooling and early, middle and later childhood education bands within compulsory schooling.

**AT ALL TIMES** each element of documentation should be available for perusal by Associate Educators and ACU Early Childhood Representatives.

Professional Practice Folder

Pre-service early childhood educators are required to communicate effectively with the children in their care, the families, early childhood staff, and staff of other social sectors, including: health, community services and education.

Early childhood teachers are required to possess a broad repertoire of care-giving skills, techniques and strategies; a range of tools, activities, and resources to engage young children in learning from birth through to age of 12 and a capacity to engage members of the family in constructive and positive ways. This necessitates the development of a variety of professional skills that support the:

- needs of the child in the context of the preschool/primary school, their family and community;
- sustainability of the preschool/primary school’s professional competencies and quality standards;
- safety of the children within the preschool/primary school;
- diverse stages of development;
- development of rich and supportive learning and care environments; and the
- child protection and welfare roles that are played by the preschool/primary school in the midst of their community.
Early childhood teachers are also required to develop skills to support the development of each child within the setting. **Examples** of this include:

- observations of children;
- planning for the enhancement of each child’s personal development;
- a range of formative and summative assessments that support reporting on each child’s well-being and engagement; and,
- planning for the development of quality learning environments.

**Observations/monitoring and assessment**

The professional skills, tools and practices that support an early childhood teacher’s reflective practices can be bundled into the label of “observations”. These skills and practices are the cornerstone of the early childhood professional. It is essential that the pre-service teacher focuses on facilitating a productive internal and external dialogue that assesses their role in the care and learning of children. Developing a commitment to reflective professional practice is critical in tailoring the environment to the needs and interests of the child/ren within the preschool/primary school. Arthur, Beecher, Death, Dockett, & Farmer (2008) assert that the current view of children as co-constructors of knowledge has resulted in a growing commitment to a socio-cultural approach to observation and self-assessment of the quality and richness of practice.

Throughout the course pre-service teachers will be introduced to and given opportunities to develop necessary observational skills that will support and underpin their professional judgement and practice. Examples of different types of observational tools and practices are to be stored within the professional practice folder. These examples will provide pre-service teachers with a host of valuable tools for future reference.

Actual examples of recent constructive observations and evaluations, with any identifying characteristics removed (i.e. only use codes/first letter of Christian name to refer to children observed) are to be included in the professional practice folder. These will demonstrate the pre-service teacher’s growing professionalism and understanding of the relevance of the various observational tools to the different circumstances encountered. Relevant documentation to support the observation of children is included in the attached Appendices (e.g. parental permission to observe/take photographs form, sample observation format). **All observations are to be filed in the professional practice folder, loose notes are not acceptable.**

**SMART Planning**

Pre-service teachers are expected to prepare plans to guide the learning experiences of children. It is essential pre-service teachers are guided by their observations of children when planning, as well as the ACT Every Chance to Learn (ACT DET, 2008). A sample planning format is included in the appendices to guide and inform the development of plans. Other curriculum specific planning formats recommended by ACU lecturers or Associate Teachers may be used where appropriate.

BEFORE any learning experience commences all sections of the written plan (except the Associate Teacher/Pre-service teacher self evaluation sections) should be completed and shown to the Associate Teacher and constructive feedback sought. AFTER the learning experience has been implemented, it is essential that pre-service teachers ensure evaluations are completed, including relevant assessment, monitoring and observation (e.g. photos, anecdotes, work samples) to provide evidence of regular ongoing program evaluation and reflective practice. Cross referencing/linking to relevant observations should also be made clear. **All written plans and evaluations of these should be filed in the professional practice folder for presentation, loose notes are not acceptable.**

Adhering to the ACU SMART Principles will ensure your lesson planning is successful. An extended workshop and practical training in support of these principles and how they directly apply to your lesson planning will be provided in an ACU Professional Experience Workshop.

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| S  | SPECIFIC  | IS YOUR LESSON PLAN CLEARLY DEFINED?  
Your lesson plan should contain specific outcomes and indicators that are carefully formulated to be purposeful, precise and straightforward. The lesson should include specific strategies that enhance learning such as modelling, shared, guided and independent practice. |
| M  | MEASURABLE | CAN THE RESULTS OF YOUR LESSON BE DETERMINED?  
If you can’t measure the student’s learning, how will you know if the lesson is a success or not? You should be able to prove how and why you lesson is successful through explicit and authentic assessment strategies that link with your indicators. |
| A  | ACHIEVABLE | IS YOUR LESSON PLAN POSSIBLE?  
Your lesson plan should be logical, well-sequenced and attainable using your current resources. The lesson should be challenging, while also matching the student’s capabilities. |
| R  | RELEVANT  | IS YOUR LESSON PLAN APPROPRIATE AND MEANINGFUL?  
Your lesson plan should be creative and interesting; however it must also be significant and meaningful to the students. The purpose should be clear and the students must understand what is expected of them. You should consider the context and how to ensure the learning is relevant to the student’s own lives. |
| T  | TIMELY    | HOW LONG WILL THE LESSON TAKE TO IMPLEMENT?  
Your lesson plan should include a start time, a timeline and a finish time. This will ensure you keep on track with what you want to achieve and how long this will take. Remember not to keep students too long on the floor. Make sure you leave enough time for a conclusion. |

Reflective Practice (the Learning Journal)

Pre-service educators are also expected to reflect on their daily experiences within the early childhood setting/school through regular written entries in a journal/diary. A written overview of experiences during the weekly visits and on block practicum is to be included in the relevant section of each professional experience booklet.

The following questions may assist in guiding the types of entries to record in the reflective diary/journal:

- **Why?** Exploring the reason for an incident, for example, a particular practice, expectation activity or experience.
- **What if?** The ability of the pre-service teacher to focus on their experiences and relating this to their theoretical and practical learning.
- **How will it work?** Making connections between themselves, the learning environment, the child, and the child’s family and what they may be able to accomplish when teaching and planning.
- **So what happened?** Reporting the outcomes of planned and spontaneous experiences and drawing connections to new understandings and examining “why?”

Other suggestions are included in the Appendices section.
The Resource Folder

All pre-service educators are expected to gradually build up and maintain a carefully organised Resource Folder (e.g. large ring folder). The folder should be divided into a number of sections for the easy management of material. The Resource Folder supports the development of quality caregiving, teaching and professional development of the early childhood educator. Whilst the folder’s contents will invariably change over the pre-service educator’s academic career – the professional elements will not change. As your Associate Educator and the ACU Early Childhood Representative view the Resource Folder, it should be structured as follows:

Introduction

This is where you introduce yourself, to others who view your folder, as a quality early childhood professional. It is suggested that you include personal items like:

- the completed commitment to professional conduct form;
- a recent personal photo;
- home address and current contact details; and
- A list of recent relevant employment.

Professional Knowledge

Pre-service early childhood educators come to know and understand the fundamental ideas, principles and structure of the profession. This section needs to support the gathering of that professional knowledge and how that knowledge links into the business of promoting the healthy well-being and engagement of young children. Early Childhood is an expansive field encompassing aspects of child and family development, business management and advocacy. As such developing early childhood educators require a place to store, examine and demonstrate a growing detailed understanding of:

- how young children develop and learn and how their role facilitates that development; a range of philosophies of care, partnership and learning; teaching and learning theories and how to apply them where appropriate; and how the early, middle and later years of childhood are driven through a complex interplay between the child, their family and community within the context of social, cultural and personal diversity.

Examples of items to include in this section:

- early childhood care and primary education philosophies of practice;
- child development information;
- quality teaching and learning theories and practices;
- anti-bias and multi-cultural approaches;
- policies and practices pertaining to child well-being, protection, and occupational health and safety; and
- theories and practices that support the development of rich and supportive learning and care environments.

Professional Values

Pre-service educators are required to demonstrate a growing commitment to their own professional development - through continual evaluation of their performance, to adapt and respond to the continuously evolving and changing early childhood context and to the needs of families and children. As the care and education of young children is a shared activity, pre-service educators are required to build productive partnerships with parents and carers in a professional manner.

Pre-service educators must also uphold high professional ethics (ECA Code of Ethics, 2006) with regard to their own conduct and that of others, and to respect the children in their care and value their diversity. Acting professionally at all times in their relationships with the children, families, pre-
service peers, members of the early childhood profession and wider community is paramount to this also. Pre-service educators are also expected to maintain a professional attitude towards their appearance and grooming.

**Examples** of items to include in this section:
- statements of professional philosophy and thinking;
- evidence of supporting the professional development of peers (mentoring); and,
- evidence of pre-service teacher’s own ongoing professional development, (e.g. certificates of courses attended, written evidence of relevant additional training competencies completed).

**Professional relationships**

Early childhood professionals engage with a diverse cross-section of community, business and professional domains. It is expected that the pre-service educator will demonstrate an increasing level of effectiveness in forming and developing professional partnerships at all levels in the community. It is within this broad partnership context that the early childhood professional designs and manages the varied learning experiences for both individual and groups of children in their care. Pre-service educators are expected to value and actively seek out opportunities to actively engage with other members of their profession and the wider early childhood community. It is expected that they will work productively with colleagues and other professionals to enhance the environments of the children in their care.

**Examples** of items to include in this section could be anecdotes relating to interactions with and observations of: families, peers, colleagues within the setting, outside allied health and specialist support services/resource agencies (e.g. counsellors, speech pathologists, psychologists). Pre-service teachers must be mindful of privacy issues (e.g. do not name children, adults, or preschools/primary schools in written/electronic anecdotes).

Pre-service teachers 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 teachers in the field.

**The ePortfolio**

The ePortfolio is a digital document that provides pre-service teachers with a framework for observation and reflection on the many and varied learning experiences they will have while in centres. Further information about the development of an ePortfolio will be provided during the units EDFD168 Contexts for Learning and Development and EDCU101 Early Childhood Education 1 Curriculum and Pedagogy. Pre-service teachers are required to maintain an ePortfolio while participating in both the academic and professional experience components of the ACU Primary Education course.

A portfolio is a place to store a collection of artefacts, evidences and reflections that represent the pre-service educator's on-going development as an education professional.

Over the length of the course, pre-service teachers’ contributions to their ePortfolios should reflect their growing awareness of the interconnectedness of theory and practice and an ability to critically reflect upon professional practice. The ePortfolio is the place to store artefacts of learning and knowledge and to showcase the developing professionalism of the pre-service teacher.

The ePortfolio will assist with the following future tasks:
- preparation for future employment interviews;
Associate Degree in Early Childhood Education, Bachelor of Teaching (Early Childhood) & Bachelor of Education (Early Childhood and Primary)

- providing a digital showcase of developing skills, abilities and qualities within both early childhood education;
- establishing an excellent habit of documenting accomplishments and results;
- creating an effective personal data base of resources and achievements;
- providing an ongoing and regular assessment of professional development; and
- self-evaluation and assessment of work patterns, preferences and values.

An ePortfolio is utilised by many employers to assess the suitability and quality of the applicant for a teaching position.

**It is considered essential that each ePortfolio contain the following elements:**

**Title page**
Name, student number, course enrolled in and date.

**Contents Page**
Usually this is a list of hyperlinks to the different sections of the ePortfolio.

**A career map**
A brief, professional biography that identifies career highlights – this can be presented as a table or as a series of statements. The goal is to provide the viewer with an insight into their “professional growth” journey.

**Professional Knowledge**
A statement or series of statements and artefacts that illustrate the curriculum content of the pre-service educator’s recent practice.

**Professional Practice**
The pedagogical content of pre-service teacher’s practice and could include examples of:
- observations of children;
- planning for the enhancement of each child’s learning and personal development;
- a range of formative and summative assessments that support reporting on each child’s well-being and engagement; and
- the development of quality learning environments.

**Professional Values**
Two items will be featured in this section:
- a statement of professional beliefs and values; i.e. development of a personal educational philosophy, and
- a reflective journal on the pre-service teacher’s professional learning during professional experience.

**Professional Relationships**
This section should be introduced with a short statement of the pre-service teacher’s philosophy of partnership within the primary education sector. Evidence to support this statement should also be included.

**EXPECTATIONS**

**Attendance**
To ensure course requirements are met, pre-service educators must complete the required number of days for all professional experience units. 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. **Days missed in one semester must be made up BEFORE the next semester sequence is commenced.**

Pre-service educators, who are unable to attend their placement, **must** notify the early childhood setting/primary school, the ACU Representative and the ACU Early Childhood Professional Experience Office as soon as possible.

**Please note:** If a pre-service educator fails to attend at any point during the professional experience period, the Director/School Professional Experience Coordinator should contact the ACU Representative or the ACU Early Childhood Professional Experience Office as soon as possible.

**Notification of Absence Form**

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

Please note:

- An absence of two or more days must be explained and documented – i.e. medical certificate provided.
- If a pre-service educator is absent for three or more days then the ACU 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.**

**Environmental Sustainability**

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

Each pre-service educator must pay attention 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 settings operate under.

**Food**

Pre-service educators should eat only when children are eating or during their allocated meal breaks. Hot drinks must not be taken into a room with young children. Chewing gum must not be eaten.

**Harassment**

Harassment is considered to be any form of behaviour that is unwanted, offends, humiliates or intimidates, and discriminates because of race, 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 ACU Representative in the first instance. If this is not appropriate or possible, pre-service educators should contact the ACU Early Childhood Professional Experience Office. Consultation and advice may also be sought from the University’s Sexual Harassment Advisers.
ORGANISATION

ACU is responsible for organising the professional experience placements, the Professional Experience Days and the Block Practicum. We aim to give each pre-service educator a broad range of experiences in a variety of settings including: long day care, occasional care, private, community-based and government-based services that follow sequential age groupings, beginning with infants, through toddlers, preschoolers, and into the primary school bands of early, middle and later childhood. 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.

The Professional Experience Office will consider all relevant credited previous experience and offer placements to enhance the pre-service educator’s professional development.

Police Name Checks

Police checks are processed confidentially and are essential to supporting the safety and protection of children. All pre-service educators enrolled in the Associate Degree in Early Childhood, Bachelor of Teaching and the Bachelor of Education (Early Childhood and Primary) are required to complete an Australian Federal Police Name Check (CR200 Part Exclusion) upon enrolment. The issued certificate is to be filed in the pre-service educator’s resource folder and a copy handed to the Early Childhood Office. The Police Name Check remains valid whilst the pre-service educator is enrolled within the ACU Early Childhood Course, provided that the study is continuous throughout.

All pre-service educators will also be required to have a fully processed ACT Department of Education and Training Police Check before entering the Government Preschool/Primary School system. Once processed, an identification card is issued and is to be carried at all times whilst attending the Professional Experience Days and the Block Practicum. This card remains valid whilst the pre-service educator is enrolled within the ACU Early Childhood Course, provided that the study is continuous throughout.

Senior First Aid

All pre-service educators are expected to undertake the necessary steps to achieve a senior first aid certificate. The full cost of achieving this certificate is borne by the pre-service educator. Completion of the certificate is undertaken outside normal scheduled ACU classes. All pre-service educators are required to provide the Early Childhood Professional Experience Office with a certified copy of a current senior first aid certificate within their first year of the program.

Placement Preference Form

The Placement Preference Form is to be completed as soon as possible and handed into the Early Childhood Office.

Pre-service educators should not undertake:

• a practicum with 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/primary school 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 Early Childhood Professional Experience Office.

ACU Early Childhood Uniform/Dress Code

Pre-service educators are expected to adopt the standards set by the early childhood service provider/primary school, by dressing appropriately and in recognition of relevant health and safety
requirements. To assist in this the pre-service educator is expected to purchase at least one of the following items for professional experience placements in child care and preschool settings:

- Red bucket hat and a
- Red “ACU Early Childhood” embroidered polo shirt.

The order form for these items is included within the Early Childhood Professional Experience Student Pack.

A name badge is to be worn in primary schools. Name badges will be issued by the Professional Experience Office to third and fourth year students only.

The above items are to identify you as a pre-service educator within the setting/school and are to be worn at all times during professional experience visits/placements.

Professional Conduct

Each pre-service educator is required to make a commitment to the ACU Early Childhood Professional Experience program. The commitment is undertaken in terms of a signed acknowledgement (see Appendix) of the expectations of the program, a copy of which is held by the pre-service educator and the ACU Early Childhood Professional Experience office.

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 /school at least half an hour before the service opens to receive children (only when rostered on “early/open” shift in long day care). If a pre-service educator realises he/she will be late on a particular day, the Associate Educator and/or Early Childhood Director /School Professional Experience Coordinator should be informed as early as possible.
- Should remain after early childhood service /school closes (only when rostered on “late/close” shift in long day care) until the Associate Educator has had the opportunity to discuss any work completed during the day.
- Should recognise their professional responsibilities to fellow educators and caregivers in the early childhood setting/primary school. They should seek information about setting/school’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), first aid procedures and so on.
- Are expected to observe and participate in the ongoing daily work of their Associate Educator and to undertake similar duties, including after-hours parent or staff meetings, during their stay at the early childhood setting/primary school.
- Should exercise their initiative when it comes to performing extra duties that will make their early childhood setting /primary school classroom 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 are they to discuss confidential matters outside the early childhood setting/primary school.

Building positive and effective relationships form the basis of early childhood professional practice. Attention must be given to developing positive and respectful relationships throughout the professional experience setting.

Relationships between the pre-service educators and:

- the children and their families;
Pre-service educators are therefore expected to demonstrate professional and ethical behaviour at all times.

Placement Requirements

Pre-service educators are encouraged to teach across a range of early childhood settings, schools and primary grades throughout their four-year Professional Experience Program. Through participation in a variety of settings, pre-service teachers are encouraged to strengthen their teaching and management competencies and acquire a breadth of experience and understanding.

Whilst it is recognised that childcare centre placements may be restricted, every effort is made to ensure that the pre-service educators experience a range of childcare settings. It is important to note that in Levels 3 & 4 pre-services educators are not undertake:

- a placement in the same primary school or grade on two different occasions;
- OR
- a placement at a school where close family members, such as children, participate in the educational program.

Pre-service educators in any doubt regarding the suitability of their placements should seek advice from the ACU Professional Experience Office.

Professional experience placements are not permitted during study break, exam and recess periods when ACU Lecturers and ACU Early Childhood Representative staff are not available to supervise pre-service teachers. Please note that no placements will occur during the Christmas/January break.

HOURS

Pre-service educators are required to spend **EIGHT HOURS PER DAY** at the Early Childhood Setting, inclusive of the following:

- ONE HALF HOUR lunch break. The lunch break is to be taken within five hours of commencement of work for the day, and is a requirement of the Child Care Award. The lunch break is not included in the hours worked.
- SIX AND A HALF HOURS are to be spent with the children and staff.
- ONE HOUR per day is considered “non-contact” time for the pre-service educator away from the children. Non-contact time is to be arranged with the Early Childhood Director in conjunction with the Team or Room leader. This time is for the pre-service educator to work on assessment requirements, completing observations, program planning, organising resources, discussing work requirements with staff and completing the daily Reflective Journal tasks. Non-contact time may not be taken immediately prior to or following a lunch break unless the Associate Educator/Early Childhood Director grants permission. The pre-service educator is expected to remain in the Early Childhood setting during non-contact time.

Pre-service educators are entitled to a minimum of one tea break each day included in the contact hours. Breaks are to be organised with the permission of the Associate Educator/Director.
Pre-service educators are required to complete at least 3 “early” (opening of service) and 3 “late” (closing of service) shifts when on placement in long day care. This enhances the pre-service educators understanding of the early childhood industry, facilitates programming, environmental management and provides the opportunity to meet parents at drop off and pick up times. All other attendance is expected to conform to the Associate Educator’s own rostered shifts.

PRESCHOOL/PRIMARY SCHOOL:
Pre-service educators are expected to “shadow” the hours of their Associate Educator which could include: meetings, release time, playground duty as well as face to face teaching. A ONE HALF HOUR lunch break is to be taken within five hours of commencement of work for the day, and is a requirement of the relevant teaching Award. The lunch break is not included in the hours worked. Breaks are to be organised with the permission of the Associate Educator/School Professional Experience Coordinator.

Placements are not permitted during study break, exam and recess periods when ACU Lecturers and ACU Representative staff are not available to supervise pre-service educators. Please note that no placements will occur during the Christmas/January break.

RELIGIOUS EDUCATION POLICY
Level 3 pre-service teachers
Level 3 pre-service teachers who have successfully completed EDRE101 Religious Education I will have a methodological understanding for teaching religious education. However, where there are diocesan policies governing who may teach religious education in Catholic schools, teachers are asked to inform pre-service teachers of these policies and pre-service teachers are expected to comply.

Level 3 pre-service teachers should use the praxis plan format provided in EDRE101 Religious Education 1.

SUPPORT
ACU Library
Pre-service educators are encouraged to continue to use the ACU Library throughout their professional experience period. 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 the website.

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. 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. 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.

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

Pre-service educators should take particular care of borrowed library items and are asked not to lend them to other people. Pre-service educators completing their professional experience outside Australia should not take library items with them.
ACU Representative
Each pre-service educator will normally receive two visits from an ACU Representative during the block practicum. Pre-service educators should contact the Professional Experience Office immediately if they are experiencing difficulties or have any concerns relating to their placement.

It is ESSENTIAL assistance/advice is sought as early as possible if there are concerns/difficulties.

The ACU Representative visits are to support the pre-service educator and may include the following:

**Visit ONE – Purpose:** to clarify the specific requirements of the practicum and to explore the observation and documentation skills of the pre-service educator

Generally, this visit will include:

- observation of the pre-service educator’s care-giving, Occupational Health and Safety protocols;
- reviewing the pre-service educator’s Professional Practice and Resource Folder, ensuring that it is being maintained in accordance with relevant guidelines;
- a discussion with the Early Childhood Director/School Professional Experience Coordinator;
- a discussion with the Associate Educator;
- a discussion with the pre-service educator to establish the pre-service educator’s observation and documentation skills,
- and to critically reflect on their strengths and challenges.

**Level 3 Pre-service Teachers**

When visiting these pre-service teachers, the role of ACU Early Childhood Representative is to provide support, constructive feedback and an evaluation of progress. At least one full lesson should be observed during the school visit with some time allocated before and after the lesson for discussion and constructive feedback. Pre-service teachers are required to present a carefully prepared lesson plan to the ACU Representative **before** the commencement of the teaching session. Lesson notes written in pencil are not acceptable. Documentation should be checked at the time of the visit.

The **ACU Representative’s Report** should be completed during the lesson and then discussed with the pre-service teacher. The report should be photocopied at the school, the original returned to the pre-service teacher, and the photocopy submitted to Professional Experience Office.

**Evaluation Process for School Professional Experience Coordinators and Associate Teachers**

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 Teachers and School Professional Experience Coordinators. The Professional Experience Guidelines and pre-service teacher report proforma are available on the ACU website at [http://www.acu.edu.au/8105](http://www.acu.edu.au/8105).

Pre-service teachers will participate in ongoing reflection and evaluation of their professional practicum.

**Child Protection and Mandatory Reporting**

**ACU pre-service educators do not have duty of care. At NO TIME should they be left unsupervised whilst on placement during the Professional Experience Days or Block Practicum.**
All Level 1 pre-service educators are expected to complete the scheduled Protective Behaviours workshop held during the second semester (date in EDFX111 booklet).
All level 2 pre-service educators will complete an accredited Child Protection and Mandatory Reporting workshop as a component of EDFD261 Creating Inclusive, safe and supportive schools.

Emergency Contact Form
Pre-service educators are asked to complete the Professional Experience Emergency Contact Form and provide a copy of this to their professional experience setting for their own safety and protection (see Appendix 4).

Immunisation
The National Health and Medical Research Council (NH&MRC) recommend the following immunisations for all those who work with children:

- Measles, Mumps and Rubella (MMR) if born during or since 1966;
- Varicella (Chicken Pox); and
- Pertussis (Whooping Cough)

For pre-service teachers working with pre-school aged children or in environments where there may be handling of human tissues (for example: special needs, learning support or early intervention units):

- Influenza/Swine Flu and
- Hepatitis A & B.

The following additional immunisation may also be taken:

- Meningococcal C.

ACU recommends pre-service teachers consider taking the independent advice of their own Medical General Practitioner. These immunisations are to be made at the pre-service teacher’s own cost.

Insurance
The Early Childhood Professional Experience Office should be notified immediately if a pre-service educator is involved in an accident during the placement. 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.

Pregnancy
If a pre-service educator is pregnant they are to advise the Professional Experience Office as soon as possible - some early childhood education and care settings have policies relating to minimising CMC infection control. This may mean level 1 the pre-service educator who is pregnant may not be able to undertake their placement with children aged 0-24 months in that particular setting.

Occupational Health and Safety (OH&S)
It is the responsibility of the Early Childhood Director/School Professional Experience Coordinator to ensure that the pre-service educator understands the OH&S policies and procedures of the service and to ensure adequate supervision of the pre-service educator whilst on placement occurs.

ACU pre-service educators and teachers do not have duty of care and should not be left in sole responsibility of children either indoors or outdoors. They are not counted in staff/child ratios at any time (see below for further information relating specifically to child care centres).
Pre-service educators must be given adequate opportunity to become familiar with the early childhood setting/school’s policies concerning illness (e.g. cold sores, conjunctivitis, colds and influenza). If a pre-service educator has any broken skin, cuts or sores they must be covered.
Hygiene procedures are to be adhered to at all times (e.g. guidelines for hand washing procedures; meals; dental care; cleanliness and the wearing of gloves) and when outdoors sunscreen should be applied and a hat worn.

Relief work in child care centres

There is an opportunity to count pre-service educators in staff/child ratios in long day care settings IF an absence in the room where the student has been placed for professional experience occurs. This is at the discretion of the Director of the service. If a pre-service educator is employed as relief staff during their professional experience weekly visits or block within the room where they have been placed and are to be paid by the setting in accordance with the relevant award.
1. COMMITMENT TO PROFESSIONAL CONDUCT

To be filled in BEFORE starting visits to professional experience placements.

I, ___________________________________ agree to the following commitment concerning my ACU Professional Experience participation. I will undertake my placement at __________________________________________________________________________ under the supervision of __________________________________________________________________________ from ____________________________ to, ________________________________ and will not change my placement for the duration of my ACU Professional Experience program, unless directed to do so by the ACU Professional Experience Office.

While undertaking my placement, I will endeavour to meet the normal demands of the workplace. I will:
• attend the placement for all hours as required by the particular educational setting;
• at all times be punctual and courteous;
• dress professionally, with recognition of safety requirements, and, when appropriate, wear the ACU name badge;
• notify the primary school and the ACU Professional Experience Office if I am unable to attend work or am involved in an accident or other incident;
• notify the primary school and ACU Professional Experience Office if any personal or health issue arises that may impact on my work;
• ensure I maintain and keep up to date my professional practice folder and resource folder, and have this available at all times to share with my Associate Educator and ACU Representative;
• ensure that I note and adhere to the ACU Early Childhood Professional Experience Privacy Statement and Guidelines; and will
• follow all policies and procedures as outlined within the ACU Professional Experience Program and guidelines.

I will keep the Professional Experience Office and/or ACU Representative informed of my progress whilst on placement, contacting them if any problems arise.

I agree to submit all assessment items, following the guidelines set out separately. I understand that I must pass each of the assessment items to pass the ACU Professional Experience Unit, including the report submitted by my ACU Representative. I will submit all relevant documentation to the ACU Professional Experience Office by the required date unless an extension has been granted in accordance with ACU Policy.

Pre-service Teacher

Name: _______________________________________________________________

Signature: ....................................................................................... Date: ______________

THIS COMPLETED AND SIGNED COMMITMENT IS TO BE STORED IN THE FRONT OF THE PRE-SERVICE TEACHER’S PRACTICUM FOLDER.

A COPY IS TO SUBMITTED TO THE EARLY CHILDHOOD PROFESSIONAL EXPERIENCE OFFICE PRIOR TO ATTENDING THE ASSIGNED PLACEMENT FOR EACH SEMESTER.
2. CHECKLIST FOR PRE-SERVICE EARLY CHILDHOOD STUDENTS

I have:

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

☐ regularly checked my student email and BLACKBOARD for messages.

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

☐ completed an Australian Federal Police National Name Check.

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

☐ met with my ACU Representative at ACU 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 School Secretary in a sealed envelope at the commencement of the practicum.

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

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

☐ attended the evaluation and reflection workshops at ACU when required.

3. SUGGESTED RECORD OF PARTICIPATION

**EARLY CHILDHOOD SETTINGS (Levels 1 & 2).** Please remember that these are only suggested tasks. You are asked to assist the educator/s in any way that is necessary and appropriate. This checklist may form the basis of your own self-assessment with respect to your developing competency and skill levels.

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<th>Centre Routines</th>
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<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>washing hands</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>Help other staff in preparing meals for children as required</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</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>RECORD OF PARTICIPATION</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>Reading stories</td>
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<td>Assist with gross motor activities</td>
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<td>Accompany Associate Educators on excursions</td>
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<td>Parent &amp; Family Partnerships</td>
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<td>Create a display of children’s activities</td>
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<td>Maintain open, friendly, and cooperative relationship with each child’s family and encourage their involvement in the program</td>
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<td>Attend Staff, Parent or Committee meetings</td>
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<td>Liaise with parents and other primary care-givers</td>
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<td>Professional Development</td>
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<td>Continue professional development through attending ACU workshops,</td>
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**Reference:**
SCHOOL SETTINGS (Level 3 & 4). Please remember that these are only suggested tasks. You are asked to assist the teacher/s in any way that is necessary and appropriate. This checklist may form the basis of your own self-assessment with respect to your developing competency and skill levels.

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<tr>
<th>RECORD OF PARTICIPATION</th>
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<tr>
<td>Classroom activities:</td>
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<td>Interact with the children in a way which conveys respect</td>
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<td>Implement positive classroom management strategies with students</td>
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<td>Consistently reinforce classroom expectations and rules</td>
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<td>Assist with monitoring student progress in set tasks (e.g.: handwriting)</td>
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<td>Assist teacher with employing information technology during learning experiences</td>
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<td>Learn how to implement a technology tool (e.g. ‘ActivInspire’). Reflect on its application to teaching and learning</td>
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<td>Plan and implement a small group learning opportunity</td>
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<td>Create a display of children’s activities</td>
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<td>Read stories/poems to whole class and/or small group</td>
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<td>Work cooperatively and effectively as a team member by communicating and contributing information</td>
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<td>Assist in the selection of books, equipment and other instructional materials</td>
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<td>Assist in collecting and putting away sporting equipment</td>
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<td>Observe associate teacher implementing assessment strategies (e.g. running records)</td>
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**RECORD OF PARTICIPATION**

**School and community activities:**
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- ✓
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- ✓
- ✓

Photocopy/prepare lesson materials

(Other classroom activities)

Attend Staff, Parent or Committee meetings

Accompany Associate Teachers on excursions

Accompany teacher on duty

**Professional Development:**

(e.g. maths in-service after school)

---

Please remember that these are only suggested tasks. You are asked to assist the teacher/s in any way that is necessary and appropriate.
4. PROFESSIONAL EXPERIENCE EMERGENCY CONTACT FORM

Pre-service educator 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 Early Childhood Setting’s Director or the Primary School’s 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 school 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 school where I (pre-service teacher)
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. The pre-service teacher at the conclusion of the professional experience should collect this form.
5. INSURANCE
31 October 2009

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 University with Catholic Church Insurances Limited at Level 1, 45 Clarence Street, Sydney NSW 2000, Australia, has arranged the following insurance covers:

1. Public Liability Insurance (worldwide)
   Policy Number: 02.PLG. 0102913
   Period of Cover 31/10/09 to 31/12/2010

2. Students Work Experience Personal Accident Insurance
   Policy Number: 02.PAE. 110727
   Period of Cover 31/10/09 to 31/12/2010

3. Professional Indemnity Insurance
   Policy Number: 02.PRS. 0126023
   Period of Cover 31/10/09 to 31/12/2010

Rajan Wijey
Insurance Officer
Vice Chancellery
6. NOTIFICATION OF ABSENCE

Pre-service students 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 school, pre-service educators should complete this form and fax to the ACU Early Childhood Professional Experience Office on 6209 1213.

ATTENTION EARLY CHILDHOOD PROFESSIONAL EXPERIENCE OFFICER

PRE-SERVICE STUDENT’S NAME: _____________________________________
LEVEL: ____________ SETTING / SCHOOL: ________________________________________
DATES ABSENT: _______________________________________________________

After speaking with my Early Childhood Setting Director / Associate Teacher, I will complete _____ day/s absent on:
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

Signed:

Associate Educator: ________________________________________________
Pre-service student: ________________________________________________
Date: __________________________
7. CONFIRMATION OF PLACEMENT FORM (LEVEL 3)

LEVEL 3, 2010

NAME OF PRE-SERVICE TEACHER: _________________________________________

STUDENT ID: ____________________________

CONTACT NUMBER/S: (Home) ____________________ (Work) ________________

(Mobile) __________________________________________

EMAIL: (other than ACU) ___________________________________________________

NAME OF SCHOOL: _______________________________________________________

ADDRESS: __________________________________________________________________

________________________________________________________________________ POSTCODE: ______________

PHONE: _______________________________ FAX : __________________________

EMAIL: __________________________________________________________________

NAME OF PRINCIPAL: _____________________________________________________
(Please print)

SIGNATURE: _____________________________________________________________
(Principal)

NAME OF SCHOOL PROFESSIONAL
EXPERIENCE COORDINATOR: __________________________

NAME OF TEACHER: ______________________________________________________
(Please print)

GRADE: _________________________ DATE: ____________________________

Please note: Pre-service teachers may not undertake a practicum at a school where close family members participate in the educational program.
8. SECOND WEEK PROFESSIONAL EXPERIENCE REPORT (LEVEL 3) FACSIMILE

TO:    Associate Professor Carolyn Broadbent       FAX:    (02) 6209 1213

FROM:       SCHOOL:

DATE:    ____/____/2010       NO. OF PAGES:

MESSAGE:
9. REFLECTIVE PRACTICE GUIDE

Pre-service educators are expected to critically reflect on their experiences whilst on placement through daily entries in their reflective journal. The following questions may assist with this process.

- What has been my significant learning in this area?
- How has this connected to my learning in university classes?
- What has made this learning possible? What helped/hindered this learning?
- In terms of my own learning what have I found easy/difficult? Why do I think this may be so?
- What skills/knowledge do I think I have progressed in? Why? How?
- What skills/knowledge do I think I need to further develop? Why? How?
- What challenges have I faced? Why did I find this challenging? How might I work on this?
- How have I engaged with and related to children, colleagues, and families? Has this supported my emerging teaching philosophy?
- What teaching strategies, styles of observation, planning, and documentation helped me towards my educational philosophy? How did these methods help to make this possible? Which of these helped/hindered the way I wanted to teach and engage with children and adults?
- What have I found surprising? What do I need to further consider?

In relation to specific areas of learning:

- How did my work in this area feel in action for me?
- What did I see and do? What made different things possible?
- What knowledge/ideas/theories did I draw on? Do these connect with my educational philosophy/vision?
- What image of the child did this work for? What image of teaching did I work from?
- What information did I access about children, teaching and myself?
- How has my work informed my understandings and practices overall?
- What role did I allow children to take? Did I let their voices in/silence their experiences and knowledge? What do I think of this?
- What role did I allow families to take? Did I let their voices in/silence their experiences and knowledge? What do I think of this?
- What role did I allow myself to take? Did I challenge my thinking and assumptions? Did it help to broaden my way of working? What do I think of this?
- What else would I like/need to know?
- What were the strengths and challenges overall?
10. INSTRUCTIONS FOR OBSERVATION, DOCUMENTATION AND PERMISSIONS

The Early Childhood Professional Experience Program aims to provide opportunities for pre-service educators to apply and reflect on 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 for entering the early childhood profession.

The process for pre-service educators/teachers to obtain permissions to complete their professional experience program within the setting are:

1. Presenting the Director or Principal Approval Letter at the commencement of the placement. The Director/Principal Approval letter outlines the scope of the pre-service educator/teacher’s role within the setting. The Approval Form must be signed prior to commencement of the placement within the setting.

2. Should the development of an individual child development portfolio be required, the pre-service educator/teacher must:
   a. first select a “focus child”,
   b. then discuss their proposed observation and visual recording of the child with their Associate Educator before approaching the focus child’s parents for permission
   c. the pre-service educator/teacher must obtain signed consent from the child’s parent/guardian prior to the commencement of the focus child’s development portfolio.

3. The pre-service educator must use the ACU Ethics approved ACU Early Childhood Participant Consent Documents, to:
   a. Obtain approval from the Director or Principal for the Early Childhood Professional Experience Program
   b. Inform the parent of the Early Childhood Professional Experience Program activity
   c. Obtain the parent/guardian’s consent for the activity.

PRIVACY STATEMENT

Australian Catholic University is committed to ensuring the privacy of all information it collects. Personal information supplied to the University will only be used for administrative and educational purposes of the institution. Personal information collected by the University will only be disclosed to third parties with the written consent of the person concerned, unless otherwise prescribed by law. For further information, please see the University’s Statement on Privacy http://www.acu.edu.au/privacy_policy.cfm.
11. PROFORMAS

Observations Guide
(pre-service educators are encouraged to trial a wide variety of methods and formats throughout their professional experience placements)

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<tr>
<th>Date:</th>
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<tbody>
<tr>
<td>Time:</td>
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</tr>
<tr>
<td>Setting:</td>
<td></td>
</tr>
<tr>
<td>Who was involved:</td>
<td>only use first letter of Christian name (e.g. “H”) to protect identity</td>
</tr>
</tbody>
</table>

**What Happened:** Describe the observed event – precisely what did the child/ren do and say? Provide a factual, objective account.

**What does this mean? The learning that occurred...** Try to analyse/interpret what this observation may indicate to you about the child(ren)’s interests, strengths, needs. Use your knowledge of child development and learning to assist with this. You may start by rating their level of well-being and involvement using the Leuven Scale for WB and IN (Laevers, Debruyckere, Silkens, & Snoeck, 2008).

**Possible Planning:** List possible planning ideas to extend on the interest identified, or to further build on particular skills, abilities, knowledge, attitudes/dispositions demonstrated. This can be cross-referenced to rationale section of your plan.

**Evaluation:** Document what happened as a result of your planning. This can be cross-referenced to the evaluation section of your plans.

**Parent Comment:** Document any parent comment of input that happened as a result of your observations. This can be cross-referenced to the evaluation section of your plans.

*N.B. Parental Permission to undertake observations must first be obtained using the university form provided.*
Sample Observations Proforma
(pre-service educators are encouraged to trial a wide variety of methods and formats throughout their professional experience placements)

| Date:          |
| Time:          |
| Setting:       |
| **Who was involved:** only use first letter of Christian name (e.g. “H”) to protect identity |
| **What Happened:** |
| **What does this mean? The learning that occurred...** |
| **Possible Planning:** |
| **Evaluation:** |
| **Parent Comment:** |

*N.B. Parental Permission to undertake observations must first be obtained using the university form provided.*
<table>
<thead>
<tr>
<th>Relevant Curriculum Area/s/ELA’s specify e.g. Language</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience Topic specify e.g. Language – discussion group with emphasis on speaking and listening skills.</td>
<td>Age Range specify age group</td>
</tr>
<tr>
<td>Rationale Why have you planned this experience? State the reason for the experience. Use your observations of the child(ren) and your knowledge of child development &amp; curriculum frameworks.</td>
<td>Duration specify when you will implement experience, time taken, expected start/finish</td>
</tr>
<tr>
<td>Experience Outcome/Objective(s) State the main focus of the experience for the child(ren). Clearly and concisely state exactly what the child(ren) will do. Specify the knowledge, skill, attitude and learning to be measured and achieved.</td>
<td></td>
</tr>
<tr>
<td>Link to curriculum framework: How does above connect to the Early Years Learning Framework (DEEWR, 2009a)/ACT Every Chance to Learn (ACT DET, 2008)?</td>
<td></td>
</tr>
<tr>
<td>Indicators How will above outcomes/objective(s) be demonstrated by the child? How will you know if the objective has been achieved? What types of behaviours would you expect to see? Link to assessment strategies, attainment of indicators provides evidence the objective/outcomes have been achieved.</td>
<td></td>
</tr>
<tr>
<td>Pre-requisites (prior knowledge, skills, etc.) What skills/abilities/knowledge do the children need to participate meaningfully and successfully in this experience? What happened before this experience? How is this connected to other learning?</td>
<td></td>
</tr>
<tr>
<td>Preparation and Resources What materials/equipment/resources do you need to effectively implement this experience in an organised and streamlined manner? Are they available, and in good working order? Do you need to improvise and create alternatives?</td>
<td></td>
</tr>
<tr>
<td>ACTIVITY PROCEDURE way you will organise the use of space, equipment, materials, time, people in implementing this experience</td>
<td>EVALUATION to be done AFTER implementation</td>
</tr>
<tr>
<td>Introduction/Focusing Activity How will you begin? How will you invite children to participate/become involved? When? What will you do/say?</td>
<td>Achievement of learning outcomes Did the children achieve the outcomes/objective(s) you set? Why/why not? Did they demonstrate the indicators? Why/why not? Specify, cross reference to your observations.</td>
</tr>
<tr>
<td>Experience development How will you engage the children? What will you do/say? How will you guide/support/encourage them? What teaching strategies/techniques will you employ?</td>
<td>Catering for individual differences, learning styles, and special needs Did this experience suit the children involved? Why/why not? What changes are needed to better cater for these children? Specify, cross reference to your observations.</td>
</tr>
<tr>
<td>Conclusion How will you end the experience? When? What will you do/say? How will you pack up the experience, how will the children assist in this?</td>
<td>Resource Appropriateness Were the resources used appropriate to the children’s abilities and interests? Why/why not? Specify.</td>
</tr>
<tr>
<td>ASSESSMENT PROCEDURES: How will you document the children’s involvement/engagement with this experience? What kind of evidence will you gather to demonstrate this? E.g. anecdotal observation, work sample, photo etc. *permission needed.</td>
<td>SELF EVALUATION YOU as a teacher – were your teaching strategies effective and appropriate? Why/why not? Specify what worked well and what could be done differently next time. Cross reference to your reflective journal.</td>
</tr>
<tr>
<td>ASSOCIATE EDUCATOR EVALUATION Written feedback following observation of implemented learning experience. Note points for improvement as well as areas of strength.</td>
<td></td>
</tr>
<tr>
<td>Further development/follow up To be completed after discussion between Associate Educator and pre-service educator Note ideas to further support/build on the interests, needs demonstrated by the children during this planned experience.</td>
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</table>
Learning Experience Planning Proforma – Early Childhood Settings (Levels 1 & 2)

<table>
<thead>
<tr>
<th>Relevant Curriculum Area/s/ELA’s</th>
<th>Date</th>
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<tbody>
<tr>
<td>Experience Topic <em>specify</em></td>
<td>Age Range</td>
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<tr>
<td>Rationale</td>
<td>Duration</td>
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<tr>
<td>Experience Outcome/Objective(s)</td>
<td></td>
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<tr>
<td>Pre-requisites (prior knowledge, skills, etc.)</td>
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<tr>
<td>Preparation and Resources</td>
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**ACTIVITY PROCEDURE**

<table>
<thead>
<tr>
<th>Introduction/Focusing Activity</th>
<th>EVALUATION to be done AFTER implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience development</td>
<td>Achievement of learning outcomes</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Catering for individual differences, learning styles, and special needs</td>
</tr>
</tbody>
</table>

**ASSESSMENT PROCEDURES:**

| Resource Appropriateness   | SELF EVALUATION |

**ASSOCIATE EDUCATOR EVALUATION**

| Further development/follow up | |

Lesson Planning Guide – Schools (Levels 3 & 4)

<table>
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<th>DATE:</th>
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<th>Grade: specify year level</th>
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### Relevant Curriculum Area/ELAs:
specific subject area and lesson topic, specific Essential Learning Achievement/s.

### Duration:
specify when you will implement experience, time taken, expected start/finish

### Rationale:
Why have you planned this lesson? State the reason and relevance. Use your observations of the child(ren) and your knowledge of child development & curriculum frameworks.

### Lesson Outcome/s:
This is not to be an Outcome, Essential Learning Achievement (ELA) or any other content statement that has been taken directly from the School’s preferred teaching program or curriculum framework documents. The specific lesson outcome is based on an Essential Content statement and/or specific markers of progress and should represent the expected learning achievements as a result of the actual lesson. You are expected to state the main focus of your planned learning experience for the child/ren. Whilst you can be guided by curricular documents, you need to develop the lesson outcome/s in your own words to provide ownership and to ensure that the purpose and direction is clear to you.

Ask yourself “what is the expected learning as a result of this lesson? What other possible development/learning may also occur?” Clearly and concisely state exactly what YOU the teacher, want to achieve with the students. Consider the knowledge, skill and/or attitude changes that will measure achievement of the outcome/s. Be sure to link to curriculum framework - how does each of the lesson outcomes relate to the ACT Every Chance To Learn ELAs and essential content? Be sure to reference the Quality Teaching Framework dimensions where appropriate.

### Indicators:
These are SPECIFIC statements of expected learning by students - aligned with the syllabus outcome/ELA’s and your lesson outcome. Whilst these can be based on the class program, you are expected to develop your own indicators. They provide direction and an explicit teaching focus, while also specifying the expectations you have of the students. They are statements that establish a specific intention for a particular lesson. Indicators MUST link directly to assessment strategies. Attainment of the indicators provides evidence that you have achieved your stated lesson outcome/s.

Ask yourself: “How will above outcomes be demonstrated by the students? How will I know if the outcome/s has been achieved? What types of behaviours would I expect to see?” Linking to assessment strategies, attainment of indicators provides evidence the outcomes have been achieved. Indicators should begin with an action verb (e.g. articulate, examine, review, demonstrate, discuss, etc) and always be specific, measurable and achievable. Indicators also need to cover knowledge acquisition, skill development and make reference to attitudes and values, if applicable.

### Pre-requisites (prior knowledge, skills, etc.):
What skills/abilities/knowledge do the children need to participate meaningfully and successfully in this experience? What happened before this experience? How is this connected to other learning? How does this lesson fit into the class integrated unit program?
Lesson Planning Guide – Schools (Levels 3 & 4)

**Preparation and Resources:**

How will the use of space, equipment, materials, time and people be structured during the learning experience? What do you need to effectively implement this learning experience in an organised and streamlined manner? Are they available, and in good working order? Do you need to improvise and create alternatives? **Make sure you are prepared well before the lesson begins.**

**Learning Experience/Lesson Sequence:**

**Introduction/Focusing Activity:**

How will you stimulate interest and attention to ensure engagement and participation? The focussing activity should be creative and interesting to capture the student’s attention and generate anticipation. Also a time to review previous learning, communicating the context and purpose explicitly.

**Lesson development:**

A variety of strategies should be employed to ensure active participation. Take into account multiple intelligences and learning styles. The development of the lesson will depend on the type of lesson and expected learning. Multiple strategies are recommended. Consider: checking for understanding, modelled, shared, guided and independent practice.

**Conclusion:**

A well thought-out conclusion is an opportunity to summarise the learning and will assist in the development of your evaluation and assessment skills. Check for understanding through questioning. Make connections to previous lessons, other ELAs; relate back to purpose of the lesson and bring all points together; provide students with time to critically reflect; give students an opportunity to articulate opinions and learning achieved.

**ASSESSMENT PROCEDURES:**

Assessment of learning occurs through all components of the lesson and teachers plan both what will be assessed and how it will be assessed. You must decide on the type of assessment and how this will be implemented. Consider assessment of learning and assessment AS learning. **Assessment should link directly to the indicators as this state what is to be achieved by the children during the lesson.**

Assessment of learning can be formal or informal. Formal assessment involves the use and application of measurement (testing, structured writing task, checklists, etc). Informal assessment occurs in a less regimented way in a variety of settings (teacher observation, anecdotal records, questioning, demonstration, learners’ own self and peer assessment, etc).

You and the students must see the value in assessment tasks and the approach should be fare and equitable. Decide on what feedback should be provided to the students and if work needs to be marked. This must be done as soon as possible to maximise the impact of the response.

Ask yourself: “How will I document each child’s involvement/engagement during this learning experience? What kind of evidence will I gather to demonstrate their achievements?” For example –anecdotal observation, work sample, digital photographs, video or voice recordings etc. Be mindful that some methodologies require parental permission.
Lesson Planning Guide – Schools

**EVALUATION (to be done AFTER implementation):**

**Achievement of learning outcomes and indicators:**
Were the set outcomes(s) achieved? Why/why not? What kinds of changes were observed in students’ knowledge, skills and attitudes? Did the students demonstrate achievement of the indicators? How? Specify, cross-reference to your observations. If an indicator was not achieved, where to next?

**Catering for individual differences, learning styles, special needs:**
Did this experience suit the children involved? Why/why not? Were ALL the students engaged and interested? How do you know? If not, why not? What changes are needed in future lessons to better cater for the range of learning abilities? Specify, cross-reference to your observations.

**Resource Appropriateness:**
Were the resources used appropriate to the children’s abilities and interests? Why/why not? Specify.

**SELF EVALUATION:**
You are required to evaluate your own performance. This should be a critical reflection based on the assessment procedures and lesson evaluation. You need to consider your role in whether the learning focus was realised and the effectiveness of the teaching and learning actions. This self-evaluation is a constructive way for you to improve your own lesson planning and teaching practice.

Ask yourself: “How effective was my preparation? Were my teaching strategies effective and appropriate? Why/why not? Was I able to relate learning to student context and prior experience? Did I allocate enough time? Was the lesson too teacher-directed? Was my questioning effective? Did the classroom / behaviour management strategies I implemented support an effective learning environment?” Specify what worked well and what could be done differently next time. Cross reference to your reflective practice journal.

**ASSOCIATE TEACHER EVALUATION:**
Whilst the associate teacher may not always complete this section, the associate teacher is expected to evaluate as many lessons/learning experiences as possible, while also offering constructive feedback in a written form. Points for improvement as well as areas of strength should be discussed and strategies for improvement developed in consultation with pre-service teacher.

**FOCUS FOR DEVELOPMENT:**
This is to be completed after discussion between yourself and your Associate Teacher(s). Note ideas to further support/build on the interests, needs demonstrated by the children during this planned experience.

Ask yourself: “how did this lesson impact on my future teaching actions, planning and assessment? What was identified as an area in need of development?” In this section you are required to articulate how you will approach the area in need of further development and how this will impact on any future lesson planning and implementation.
## Lesson Plan Format – Primary Schools

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<td>Relevant Curriculum Area/ELAs:</td>
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<td>Rationale:</td>
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<td>Lesson Outcome/s:</td>
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<td>Indicators:</td>
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<td>Preparation and Resources:</td>
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<td>Learning Experience/Lesson Sequence:</td>
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<td>Introduction/Focusing Activity:</td>
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<td>SELF EVALUATION:</td>
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<td>ASSOCIATE TEACHER EVALUATION:</td>
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<td>FOCUS FOR DEVELOPMENT:</td>
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# 12. GENERAL REPORTS

**Professional Experience at Risk Report (Levels 1 & 2)**

### PRE-SERVICE EDUCATOR NAME:

### AGE RANGE IN ROOM:

### CHILDCARE SETTING DETAILS:

Name of centre:

Preferred business phone contact:  
Fax:

Preferred e-mail contact:  
Director:

1 = unsatisfactory  
2 = barely satisfactory  
3 = satisfactory  
4 = highly satisfactory  
5 = excellent

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### 1 STRENGTHENING PROFESSIONAL KNOWLEDGE

1.1 Provide care for babies (CHCCN305A)

1.2 Provide care for children (CHCCN302A)

1.3 Support the development of children (CHCFC301A)

1.4 Develop understanding of children’s interests and developmental needs (CHCPR303D)

1.5 Provide experiences to support children’s play and learning (CHCPR301A)

1.6 Use music to enhance children’s experience and development (CHCFC507A)

1.7 Foster children’s aesthetic and creative development (CHCFC508A)

1.8 Foster children’s language and communication development (CHCFC506A)

1.9 Foster physical development in early childhood (CHCFC502A)

### 2 PARTNERHSIPS WITH CHILDREN AND OTHERS

2.1 Interact effectively with children (CHCIC301D)

2.2 Work in partnership with families to provide appropriate care for children (CHCRF511A)

2.3 Plan child care provision with families (CHCRF622C)

2.4 Organise experiences to facilitate and enhance children’s development (CHCPR502D)

2.5 Plan and implement inclusion of children with additional needs (CHCIC512A)

2.6 Establish and implement plans for developing cooperative behaviour (CHCIC510A)

2.7 Facilitate the inclusion of children with additional needs (CHCSD611C)
### PLANS AND MANAGES LEARNING

3.1 Foster and support an effective learning environment (CHCEDS502A)

3.2 Design, implement and evaluate programs and care routines for children (CHCPR510A)

3.3 Foster cognitive development in early childhood (CHCFC505A)

3.4 Foster social development in early childhood (CHCFC503A)

3.5 Support emotional and psychological development in early childhood (CHCFC504A)

### MONITORS AND EVALUATES LEARNING

4.1 Gather, interpret and use information about children (CHCPR509A)

4.2 Observe children and interpret observations (CHCPR614C)

4.3 Implement and promote inclusive policies and practices in children’s services (CHCIC511A)

### DEVELOPING REFLECTIVE PRACTICES

5.1 Reflect on and improve own professional practice (CHCORG428A)

5.2 Provide mentoring support to colleagues (CHCORG627B)

5.3 Work Effectively with culturally diverse clients and co-workers (HLTHIR403B)

5.4 Work autonomously (CHCORG502A)

5.5 Coordinate the work environment (CHCORG506C)

5.6 Facilitate links with other services (CHCNET404A)

### DEMONSTRATING PROFESSIONAL COMMITMENT

6.1 Contribute to OHS processes (HLTOHS300A)

6.2 Work within a legal and ethical framework (CHCCS400A)

6.3 Contribute to provision of nutritionally balanced food in a safe and hygienic manner (CHCCN303A)

6.4 Apply first aid (HLTFA301B)

6.5 Establish and maintain a safe and healthy environment for children (CHCCN511A)

6.6 Ensure the health and safety of children (CHCCN301A)

6.7 Identify and respond to children and young people at risk (CHCCHILD401A)

6.8 children’s services workplace practice to address regulations and quality assurance (CHCIC501A)
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<th>Action Taken</th>
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Page 3/3
Professional Experience At Risk Report (Levels 3 & 4)

<table>
<thead>
<tr>
<th>PRE-SERVICE TEACHER NAME:</th>
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<tbody>
<tr>
<td>YEAR LEVEL:</td>
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<table>
<thead>
<tr>
<th>PRESCHOOL/PRIMARY SCHOOL DETAILS:</th>
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<tbody>
<tr>
<td>Name of school:</td>
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<tr>
<td>Preferred business phone contact:</td>
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<tr>
<td>Fax:</td>
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<tr>
<td>Preferred e-mail contact:</td>
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<thead>
<tr>
<th>Associate Teacher:</th>
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<tbody>
<tr>
<td>1 = unsatisfactory  2 = barely satisfactory  3 = satisfactory  4 = highly satisfactory  5 = excellent</td>
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<table>
<thead>
<tr>
<th>1</th>
<th>Using and Developing Professional Knowledge and Values</th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Knows content and its relationship to educational goals</td>
</tr>
<tr>
<td>1.2</td>
<td>Understands the relationship between processes of inquiry and content knowledge</td>
</tr>
<tr>
<td>1.3</td>
<td>Understands how students develop and learn</td>
</tr>
<tr>
<td>1.4</td>
<td>Is active in developing and applying professional knowledge</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Communicating, Interacting and Working with Students and Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Communicates effectively with students</td>
</tr>
<tr>
<td>2.2</td>
<td>Develops positive relationships with students</td>
</tr>
<tr>
<td>2.3</td>
<td>Recognises and responds to individual differences</td>
</tr>
<tr>
<td>2.4</td>
<td>Encourages positive student behaviour</td>
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<tr>
<td>2.5</td>
<td>Responds to role in the team responsible for students’ education</td>
</tr>
<tr>
<td>2.6</td>
<td>Works effectively with teachers, ancillary staff and others</td>
</tr>
<tr>
<td>2.7</td>
<td>Works effectively with others responsible for the care of students</td>
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Page 1/3
Professional Experience at Risk Report (Levels 3 & 4) continued

1 = unsatisfactory   2 = barely satisfactory   3 = satisfactory   4 = highly satisfactory   5 = excellent

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<td>3</td>
<td>Planning and Managing the Teaching and Learning Process</td>
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</tr>
<tr>
<td>3.1</td>
<td>Plans purposeful lessons to achieve specific student learning outcomes</td>
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<tr>
<td>3.2</td>
<td>Matches content, teaching approaches and student development and learning in planning</td>
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<tr>
<td>3.3</td>
<td>Designs teaching programs to motivate and engage students</td>
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<td>3.4</td>
<td>Structures learning tasks effectively</td>
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<tr>
<td>3.5</td>
<td>Demonstrates flexibility and responsiveness</td>
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<tr>
<td>3.6</td>
<td>Establishes clear, challenging and achievable expectations for student</td>
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<tr>
<td>3.7</td>
<td>Fosters independent and cooperative learning</td>
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<tr>
<td>3.8</td>
<td>Engages students actively in developing knowledge</td>
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<tr>
<td>3.9</td>
<td>Utilises ICT effectively to enhance students’ learning</td>
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<tr>
<td>4</td>
<td>Monitoring and Assessing Student Progress and Learning Outcomes</td>
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<tr>
<td>4.1</td>
<td>Knows the educational basis and role of assessment in teaching</td>
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<tr>
<td>4.2</td>
<td>Uses assessment strategies that take account of relationships between teaching, learning and assessment</td>
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<tr>
<td>4.3</td>
<td>Monitors students’ progress and provides feedback on progress</td>
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<tr>
<td>4.4</td>
<td>Maintains records of student progress</td>
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<td>4.5</td>
<td>Reports on student progress to parents and others responsible for the care of students</td>
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<tr>
<td>5</td>
<td>Reflecting, Evaluating and Planning for Continuous Improvement</td>
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<tr>
<td>5.1</td>
<td>Critically reflects on own practice to improve the quality of teaching and learning</td>
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<td>5.2</td>
<td>Evaluates teaching and learning programs</td>
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<tr>
<td>5.3</td>
<td>Plans to meet longer-term personal and school goals</td>
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<tr>
<td>5.4</td>
<td>Developing professional skills and capacity</td>
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<tr>
<td>5.5</td>
<td>Develops and maintains a Professional Portfolio according to University requirements</td>
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<td>5.6</td>
<td>Maintains Resource Folders and Lesson Plan Folder</td>
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<td>5.7</td>
<td>Uses Day Book appropriately</td>
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<td>1 = unsatisfactory</td>
<td>2 = barely satisfactory</td>
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<td>4 = highly satisfactory</td>
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<td>6</td>
<td>Professional Commitment</td>
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<tr>
<td>6.1</td>
<td>Displays appropriate professional attitudes and behaviour</td>
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<td>6.2</td>
<td>Attends to school-based professional commitments</td>
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<td>6.3</td>
<td>Operates from an appropriate ethical position</td>
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<td>6.4</td>
<td>Operates within the framework of law and regulation</td>
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<td>6.5</td>
<td>Appreciates and values diversity and that all students have a right to learn</td>
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<tr>
<td>7</td>
<td>ELearning and the Curriculum</td>
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<tr>
<td>7.1</td>
<td>Critically reflects on the place of eLearning within the curriculum</td>
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<tr>
<td>7.2</td>
<td>Develops professional skills and ability in the use of eLearning</td>
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Action Taken

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Page 3/3
ACU EARLY CHILDHOOD REPRESENTATIVE’S REPORT (LEVELS 1 & 2)

Pre-service Educator: 

Centre: 
Date: 

Age Range: 
Associate Educator: 

Learning experience observed:

Planning and Observations:

Team work:

Teaching Strategies:

Page 1/2
Resource Folder:

Strategies for improvement:

General Comment:

Pre-service educator Documentation:

Planning Documents:

- Excellent
- Satisfactory
- Unsatisfactory

Resource Folder:

- Excellent
- Satisfactory
- Unsatisfactory

Pre-service educator Progress:

- Satisfactory
- At Risk

(Please provide details on at Risk form and notify the Professional Experience Office immediately)

ACU Representative: Date:

Associate Educator: Date:

Pre-service Educator: Date:

PLEASE RETURN A COPY OF THIS REPORT TO THE ACU EARLY CHILDHOOD PROFESSIONAL EXPERIENCE OFFICE.
ACU EARLY CHILDHOOD REPRESENTATIVE’S REPORT (LEVELS 3 & 4)

Pre-service Teacher:

School: 
Grade Level: 

Date: 
Associate Teacher: 

Curriculum Area 
Lesson Topic: 

1. Using and Developing Professional Knowledge and Values

2. Communicating, Interacting and Working with Students and Others

3. Planning and Managing the Teaching and Learning Process

4. Monitoring and Assessing Student Progress and Learning Outcomes
5. Reflecting, evaluating and planning for continuous improvement

6. Demonstrating Professional Attitudes

7. eLearning and the Curriculum

Concerns:
Strategies for improvement:

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<tr>
<th>Planning Documents:</th>
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<tbody>
<tr>
<td>☐ Excellent</td>
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<td>☐ Satisfactory</td>
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<td>☐ Unsatisfactory</td>
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<tr>
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<tbody>
<tr>
<td>☐ Excellent</td>
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<tr>
<td>☐ Satisfactory</td>
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<tr>
<td>☐ Unsatisfactory</td>
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Pre-service Teacher Progress:

<table>
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<tr>
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<th>☐ At Risk</th>
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(Please provide details on at Risk form and notify the Professional Experience Office immediately)

ACU Representative:  
Date: 

Associate Teacher:  
Date: 

Pre-service Teacher:  
Date: 

PLEASE RETURN A COPY OF THIS REPORT TO THE ACU EARLY CHILDHOOD PROFESSIONAL EXPERIENCE OFFICE.
13. COMPETENCIES FOR LEVELS 1 & 2, 3 & 4

Pre-service early childhood educators enrolled in the Bachelor of Education (Early Childhood and Primary) at the Australian Catholic University will undertake a four year professional program that combines academic course work in the form of lectures, tutorials, reading and assessment with a comprehensive program of weekly and extended field-based professional experience. At the conclusion of the student’s second-year of full-time equivalent study, this combination of experiences provides a critical learning paradigm and competency based learning that will enable pre-service early childhood educators to demonstrate the competencies within the Diploma (CHC50908) of Children’s Services (Early Childhood Education and Care) while critically reflecting on the roles and responsibilities of the early childhood professional in contemporary Australia.

The context for the professional experience includes an early childhood service catering for children birth to age two in the first year of the degree, a community agency and an early childhood service catering for children three to five years in the second year of the program. Early childhood curriculum and pedagogical approaches, theory and research presented during campus based and online learning experiences will be considered and applied during this weekly and extended supervised professional experience within an early childhood setting. The various competency requirements of the Diploma (CHC50908) of Children’s Services (Early Childhood Education and Care) is embedded within the Associate Degree in Early Childhood Education. For example the pre-service early childhood educators will undertake and document their participation in a series of scaffolded practical tasks that are associated with the various competencies within the Diploma (CHC50908) of Children’s Services (Early Childhood Education and Care) during both single day and block field-based placements. Field-based mentoring will support this professional participation in the field and online resources as well as continuing support from the University supervised professional experience and academic staff.

Documentation of professional participation, analysis and reflection will include the use of both text based and multimodal forms and be collated within a professional E-portfolio. Assessment of competencies will be undertaken through assessment tasks associated with the academic and professional experience units.

Mentoring within the field will be undertaken by an early childhood professional with a B.Teach (EC) or B.ED (EC) qualifications. Assessment of competencies will be undertaken by an early childhood professional with a minimum qualification of B.Ed (EC). Further detail of the field-based competencies is included in the four Supervised Field Day Guides for Semesters 1-4.

The Competency aspect of the degree is organised in the form of Clusters derived from the six Australian Qualifications Framework groupings within the Diploma of Children’s Services (CHC50908), where an individual is able to:

- demonstrate a broad knowledgebase incorporating theoretical concepts;
- take responsibility to own contributions to the role of early childhood educator;
- analyse and plan approaches to problems
- evaluate information and use it effectively to plan for future activities
- transfer and apply theoretical concepts to a range of situations; and
- to begin to undertake responsibility for the achievement of group outcomes.
These clusters have been amalgamated to provide scope and sequence that ensures a logical and manageable progression for pre-service educators and their mentors. The ACU competency clusters include:

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Beginning Educator (Levels 1 and 2)</th>
<th>Beginning Teacher (Levels 3 &amp; 4)</th>
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<tbody>
<tr>
<td>1</td>
<td>Strengthening Professional Knowledge</td>
<td>Using And Developing Professional Knowledge And Values</td>
</tr>
<tr>
<td>2</td>
<td>Partnerships with Children and Others</td>
<td>Communicating, Interacting and Working With Students And Others</td>
</tr>
<tr>
<td>3</td>
<td>Plans and Manages Learning</td>
<td>Planning and Managing the Teaching and Learning Process</td>
</tr>
<tr>
<td>4</td>
<td>Monitors and Evaluates Learning</td>
<td>Monitoring and Assessing Student Progress and Learning Outcomes</td>
</tr>
<tr>
<td>5</td>
<td>Developing Reflective Practices</td>
<td>Reflecting, evaluating and planning for continuous improvement</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrating Professional Commitment</td>
<td>Professional Attitudes</td>
</tr>
</tbody>
</table>

References:
BEGINNING EDUCATOR COMPETENCIES (LEVELS 1 & 2)

CLUSTER 1 STRENGTHENING PROFESSIONAL KNOWLEDGE

1.1 Provide care for babies (CHCCN305A)
Examples of evidence when the pre-graduate educator can:
- Respond to cues and needs of babies/infants
- Develop and maintain a nurturing relationship with babies/infants
- Settle new arrivals
- Provide an environment that provides security for babies/infants

1.2 Provide care for children (CHCCN302A)
Examples of evidence when the pre-graduate educator can:
- Provide physical care
- Create opportunities for children to develop their understanding of physical needs
- Establish an environment that encourages children to complete tasks themselves
- Respond to the emotional needs of children
- Settle new arrivals

1.3 Support the development of children (CHCFC301A)
Examples of evidence when the pre-graduate educator can:
- Support the development of children
- Support the physical development of children
- Support the social development of children
- Support the emotional and psychological development of children of the same age
- Support the language development of children
- Support the creative development of children
- Support the cognitive development of children

1.4 Develop understanding of children’s interests and developmental needs (CHCPR303D)
Examples of evidence when the pre-graduate educator 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

1.5 Provide experiences to support children’s play and learning (CHCPR301A)
Examples of evidence when the pre-graduate educator can:
- Create a stimulating, positive and developmentally appropriate environment to foster development, play and learning
- Actively guide and encourage children to undertake a variety of developmentally appropriate activities
- Facilitate children’s play, learning and physical activity

1.6 Use music to enhance children’s experience and development (CHCFC507A)
Examples of evidence when the pre-graduate educator 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
1.7 Foster children’s aesthetic and creative development (CHCFC508A)

Examples of evidence when the pre-graduate educator can:
- Plan and provide aesthetic experiences for children
- Provide developmentally appropriate dramatic and imaginative play experience for children
- Support children to participate in the expressive arts
- Provide a variety of experiences to develop children’s creativity, imagination and self expression

1.8 Foster children’s language and communication development (CHCFC506A)

Examples of evidence when the pre-graduate educator can:
- Stimulate the child’s use and understanding of language
- Support the child’s skills in their own (non English) language as relevant
- Contribute to assessment of language and communication skills and planning of appropriate support strategies
- Plan and implement developmentally appropriate language and literature experiences for children

1.9 Foster physical development in early childhood (CHCFC502A)

Examples of evidence when the pre-graduate educator can:
- Provide planned and spontaneous experiences to foster the physical development of children
- Create opportunities for children to develop a wide range of physical skills
- Interact with the child to foster skill development

CLUSTER 2 PARTNERSHIPS WITH CHILDREN AND OTHERS

2.1 Interact effectively with children (CHCIC301D)

Examples of evidence when the pre-graduate educator 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

2.2 Work in partnership with families to provide appropriate care for children (CHCRF511A)

Examples of evidence when the pre-graduate educator can:
- Consult family members about the child, and the child’s needs
- Reach agreement with family members about care practices
- Provide opportunities for family members to participate in the service/program
- Provide information to parents/carers about incidents and develop care strategies together
- Respond to a family member’s concerns about a child

2.3 Plan child care provision with families (CHCRF622C)

Examples of evidence when the pre-graduate educator can:
- Explore the needs of the child and family with parent/s
- Provide information about the service and discuss issues with parent/s
- Develop parents’ confidence in the service
- Review service provision with family members

2.4 Organise experiences to facilitate and enhance children’s development (CHCPR502D)

Examples of evidence when the pre-graduate educator 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
2.5 Plan and implement inclusion of children with additional needs (CHCIC512A)
Examples of evidence when the pre-graduate educator can:
- Identify children with additional needs
- Develop a plan for inclusion
- Implement strategies to meet the child’s additional needs
- Consult with others about ongoing issues that arise
- Monitor and review strategies

2.6 Establish and implement plans for developing cooperative behaviour (CHCIC510A)
Examples of evidence when the pre-graduate educator can:
- Identify and review behaviour causing concern
- Establish and apply limits and guidelines for behaviour
- Develop a plan to guide a particular child’s behaviour
- Implement and monitor behaviour plan

2.7 Facilitate the inclusion of children with additional needs (CHCSD611C)
Examples of evidence when the pre-graduate educator can:
- Facilitate the development of a plan of inclusion
- Coordinate the implementation of the plan
- Provide support to workers
- Develop the confidence of child care workers in caring for children with additional needs

CLUSTER 3 – PLANS AND MANAGES LEARNING

3.1 Foster and support an effective learning environment (CHCEDS502A)
Examples of evidence when the pre-graduate educator can:
- Establish learning context and delivery arrangements
- Identify, interpret and document learning styles
- Manage the learning environment
- Assess situations requiring interventions
- In conjunction with teacher, develop, implement and review behaviour support strategies

3.2 Design, implement and evaluate programs and care routines for children (CHCPR510A)
Examples of evidence when the pre-graduate educator can:
- Design and implement programs with all those involved
- Design and implement programs to enhance development of children
- Design and implement programs that are relevant to cultural and social contexts of children and their community
- Monitor and evaluate programs

3.3 Foster cognitive development in early childhood. (CHCFC505A)
Examples of evidence when the pre-graduate educator can:
- Assist children to develop thinking and problem solving skills
- Promote opportunities for a wide range of developmentally appropriate experiences in science mathematics technology and the environment

3.4 Foster social development in early childhood (CHCFC503A)
Examples of evidence when the pre-graduate educator can:
- Support children to build and maintain trusting relationships
- Plan experiences for children to support and cooperate with others
- Provide opportunities for social interaction
3.5 Support emotional and psychological development in early childhood. (CHCFC504A)

Examples of evidence when the pre-graduate educator can:
- Encourage children’s independence and autonomy
- Foster children’s self-esteem and developing self-concept
- Create opportunities and provide experiences that encourage children to express their feelings, needs and ideas

CLUSTER 4 MONITORS AND EVALUATES LEARNING

4.1 Gather, interpret and use information about children (CHCPR509A)

Examples of evidence when the pre-graduate educator 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

4.2 Observe children and interpret observations (CHCPR614C)

Examples of evidence when the pre-graduate educator can:
- Monitor children’s developmental progress
- Gather information about the child’s views and perspectives
- Demonstrate quality observation practices to other workers
- Use information from observations to guide others

4.3 Implement and promote inclusive policies and practices in children’s services (CHCIC511A)

Examples of evidence when the pre-graduate educator can:
- Support the development of inclusive policies
- Demonstrate inclusive practices
- Support the development of inclusive practices in the service
- Support the development of inclusive resources
- Promote respect for diversity among children

CLUSTER 5 DEVELOPING REFLECTIVE PRACTICES

5.1 Reflect on and improve own professional practice (CHCORG428A)

Examples of evidence when the pre-graduate educator can:
- Reflect on own practice
- Ensure continuing self-support and supervision
- Operate within an agreed code of ethics or practice

5.2 Provide mentoring support to colleagues (CHCORG627B)

Examples of evidence when the pre-graduate educator can:
- Establish a relationship with mentoree
- Offer mentoring support

5.3 Work Effectively with culturally diverse clients and co-workers (HLTHIR403B)

Examples of evidence when the pre-graduate educator can:
- Reflect cultural awareness in work practice
- Accept cultural diversity as a basis for effective workplace and professional relationships
- Communicate effectively with culturally diverse persons
- Resolve cross-cultural misunderstandings
5.4 Work autonomously (CHCORG502A)
Examples of evidence when the pre-graduate educator can:
- Undertake work activities
- Accept responsibilities
- Set performance requirements
- Maintain team performance

5.5 Coordinate the work environment (CHCORG506C)
Examples of evidence when the pre-graduate educator can:
- Contribute to and promote effective work practices
- Promote effective workplace relations
- Facilitate work group activities
- Develop and implement staffing processes as required

5.6 Facilitate links with other services (CHCNET404A)
Examples of evidence when the pre-graduate educator can:
- Identify and maintain links with relevant services
- Provide relevant information to services
- Work with and support other organisations to enhance service delivery

CLUSTER 6 DEMONSTRATING PROFESSIONAL COMMITMENT

6.1 Contribute to OHS processes (HLTOHS300A)
Examples of evidence when the pre-graduate educator can:
- Plan and conduct work safely
- Support others in working safely
- Contribute to OHS participative processes
- Contribute to hazard identification, OHS risk assessment and risk control activities
- Participate in the control of emergency situations

6.2 Work within a legal and ethical framework (CHCCS400A)
Examples of evidence when the pre-graduate educator can:
- Demonstrate an understanding of legislation and common law relevant to work role:
- Follow identified policies and practices
- Work ethically
- Recognise and respond when client rights and interests are not being protected.

6.3 Contribute to provision of nutritionally balanced food in a safe and hygienic manner (CHCCN303A)
Examples of evidence when the pre-graduate educator can:
- Plan food and drink provision
- Maintain food safety while carrying out food handling activities

6.4 Apply first aid (HLTFA301B)
Examples of evidence when the pre-graduate educator can:
- Assess the situation
- Apply first aid procedures
- Communicate details of the incident
- Evaluate own performance
6.5 Establish and maintain a safe and healthy environment for children (CHCCN511A)
Examples of evidence when the pre-graduate educator can:
- Assess and improve the safety of environments
- Coordinate the response to accidents and emergencies
- Plan and monitor supervision
- Promote hygiene and safety practices
- Promote appropriate practices to respond to illnesses
- Monitor travel and excursions
- Provide guidance to workers when abuse is identified or investigated
- Monitor care provided by others

6.6 Ensure the health and safety of children (CHCCN301A)
Examples of evidence when the pre-graduate educator can:
- Maintain a clean and hygienic environment
- Recognise and respond to signs of potential illness
- Provide a safe environment
- Supervise the safety of children
- Travel with children safely
- Administer medication within guidelines
- Manage and respond to allergy/anaphylaxis
- Administer medication for anaphylaxis according to organisation policies and legislative requirements

6.7 Identify and respond to children and young people at risk (CHCCHILD401A)
Examples of evidence when the pre-graduate educator can:
- Implement work practices which support the protection of children and young people
- Report indications of possible risk of harm
- Apply ethical and nurturing practices in work with children and young people

6.8 Manage children’s services workplace practice to address regulations and quality assurance (CHCIC501A)
Examples of evidence when the pre-graduate educator can:
- Facilitate an organisation self evaluation process
- Facilitate the development of a quality improvement plan
- Implement a quality improvement plan
- Coordinate the organisation for an external evaluation process
- Interpret and evaluate regulations and quality assurance standards relating to children’s services
- Manage legislative and regulatory compliance in children’s services organisation

References
BEGINNING TEACHER COMPETENCIES (LEVELS 3 & 4)

1. USING AND DEVELOPING PROFESSIONAL KNOWLEDGE AND VALUES

1.1 Knows content and its relationship to educational goals

Indicators:
- Demonstrates appropriate knowledge of curriculum content in those KLAs that have been studied, see course structure
- When planning lessons uses knowledge of learning theory to prepare suitable content from KLAs studied

1.2 Understands the relationship between processes of inquiry and content knowledge and uses educational processes appropriate to the curriculum and the field of inquiry

Indicators:
- Demonstrates the relationship between content knowledge and appropriate strategies for learning
- Has a beginning repertoire of teaching strategies to facilitate students' knowledge and understanding
- Uses appropriate resources to enhance students' learning
- Creates situations where students learn from experience
- Has gained an understanding of Resource Based learning and of the role of the Teacher Librarian in curriculum development, implementation and evaluation

1.3 Understands how students develop and learn

Indicators:
- Demonstrates an understanding of developmental learning
- With help is able to plan appropriate teaching strategies for various levels of development

1.4 Active in developing and applying professional knowledge

Indicators:
- Shares ideas for teaching with fellow Pre-service Teachers
- Adapts teaching practice in light of personal reflection, consultation with the Associate Teacher, peers and professional reading

2. COMMUNICATING, INTERACTING AND WORKING WITH STUDENTS AND OTHERS

2.1 Communicates effectively with students

Indicators:
- At all times uses appropriate oral and written English
- Uses clear and exact instructions
- Listens and responds appropriately to students' comments and ideas
- Maintains eye contact with students
- Uses a range of questioning techniques to promote student involvement

2.2 Develops positive relationships with students

Indicators:
- Regards all students as individuals and treats them with respect
- Establishes learning environments in which all students are engaged
2.3 Recognises and responds to individual differences
Indicators:
- Identifies and fosters student learning strengths
- Uses strategies which assist students to overcome individual learning difficulties
- Uses support services where appropriate

2.4 Encourages positive student behaviour
Indicators:
- Acknowledges appropriate student behaviour and fosters self discipline among students
- Uses an approach that emphasises consequences for inappropriate behaviour
- Develops clear routines for managing inappropriate behaviour consistent with school policy
- Develops a focussed learning environment
- Takes prompt action which is fair and consistent when inappropriate behaviour occurs

2.5 Responds to role in the team responsible for students’ education
Indicators:
- Appreciates the collegial nature of teachers' work and works effectively as a member of a team
- Meets personal deadlines and responsibilities in individual, team or group activities
- Completes administrative tasks associated with teaching

2.6 Works effectively with teachers, ancillary staff and others
Indicators:
- Cooperates with school staff and fellow Pre-service Teachers to improve teaching and learning
- Contributes willingly to the teaching and learning environment of the school
- Supports colleagues in team or group activities
- Works willingly with others to organise extra and/or co-curricular activities
- Acknowledges the successes of colleagues

2.7 Works effectively with others responsible for the care of students
Indicators:
- Recognises the home as the foundation of learning and its continuing significance in students’ development
- Communicates students' progress effectively to students, staff and parents
- Seeks guidance and support when appropriate

3. PLANNING AND MANAGING THE TEACHING AND LEARNING PROCESS
3.1 Plans purposeful lessons to achieve specific student learning outcomes
Indicators:
- Relates lesson content to specified learning outcomes
- Selects and sequences learning activities to achieve planned learning outcomes
- Demonstrates competency in using resources such as the chalk/white board, overhead projector, and Information and Communication Technologies
3.2 Matches content, teaching approaches and student development and learning in planning

Indicators:
- Selects content and activities appropriate to students' learning needs, strengths and interests
- Begins to cater for individual differences within the group in terms of teaching approaches and learning materials
- Anticipates and caters for incidental situations that may arise.
- Selects resources that facilitate the achievement of learning outcomes.

3.3 Designs teaching programs to motivate and engage students

Indicators:
- Knows and uses a wide range of teaching approaches including the skill to recognise the value of incidental teaching opportunities
- Sets and maintains explicit teaching and learning goals relating content and teaching approaches to individual students' needs
- Selects and adapts content, resources and activities to suit the students and the context of learning

3.4 Structures learning tasks effectively

Indicators:
- In collaboration with the Associate Teacher, demonstrates an ability to plan appropriate lesson aims and learning outcomes
- Produces appropriate learning aids and other materials
- Lessons progress in a well-organised and logical order
- Uses a variety of teaching strategies to engage students in meaningful learning

3.5 Demonstrates flexibility and responsiveness

Indicators:
- Anticipates opportunities for and difficulties in students' learning
- Recognises and uses incidental teaching and learning opportunities
- Devises and uses a range of strategies for working with students to develop their knowledge and skills
- Monitors students' learning and modified processes and tasks when necessary

3.6 Establishes clear, challenging and achievable expectations for students

Indicators:
- Establishes a positive learning environment oriented toward achieving learning outcomes
- Maintains an environment that is secure, where expectations for students' learning is clearly understood and reinforced
- Fosters and positively reinforces responsible student behaviour
- Uses routine procedures to manage recurring tasks

3.7 Fosters independent and co-operative learning

Indicators:
- Encourages students to take responsibility for achieving learning goals
- Encourages students to develop problem solving and inquiry skills
- Facilitates students' development in using learning resources and technology
3.8 Engages students actively in developing knowledge

Indicators:
- Makes explicit connections between content and students’ prior learning, context and interests
- Presents lessons competently with confidence

3.9 Utilises ICT effectively to enhance students’ learning

Indicators:
- Selects ICT strategies appropriate to students’ interests, learning styles and specific needs
- Modifies ICT processes and activities where appropriate to cater for individual differences in learning

4. MONITORING AND ASSESSING STUDENT PROGRESS AND LEARNING OUTCOMES

4.1 Knows the educational basis and role of assessment in teaching

Indicators:
- With guidance constructs appropriate assessment processes that relate to lesson outcomes
- Is aware of the ethical and legal issues relating to the collection and use of assessment data

4.2 Uses assessment strategies that take account of relationships between teaching, learning and assessment

Indicators:
- Incorporates appropriate assessment processes and strategies in lessons that relate to learning outcomes, content and activities
- Uses assessment to inform future planning
- Has a developing range of assessment strategies to monitor student learning

4.3 Monitors students’ progress and provides feedback on progress

Indicators:
- Observes and responds to patterns of student learning behaviour
- Uses a range of assessment methods in appraising individual student performance
- Provides consistent and prompt feedback to students
- Assesses progress and accurately identifies learning difficulties
- Uses assessment activities to enhance self esteem in students

4.4 Maintains records of student progress

Indicators:
- With assistance, designs record systems that are functional
- Records assessment outcomes accurately and consistently
- Adheres to school policies and principles of confidentiality

4.5 Reports on student progress to parents and others responsible for the care of students

Indicators:
- Provides detailed, accurate and clear reports on student progress
- Uses assessment and reporting procedures consistent with school policies
- Prepares information to meet school requirements
5. REFLECTING, EVALUATING AND PLANNING FOR CONTINUOUS IMPROVEMENT

5.1 Critically reflects on own practice to improve the quality of teaching and learning
Indicators:
- Reflects on successes and areas for improvement in teaching practice
- Accurately evaluates personal strengths and weaknesses

5.2 Evaluates teaching and learning programs
Indicators:
- Evaluates lessons on the basis of student's achievement in terms of learning outcomes, and the teaching experiences as a whole
- Works with the Associate Teacher to critically review teaching skills

5.3 Plans to meet longer term personal and school goals
Indicators:
- Keeps records of planning for personal reference and as required
- Participates in and contributes to team/school curriculum, planning and policy development
- Participates in and undertakes professional development activities to prepare for the role of teacher and future teaching responsibilities

5.4 Developing professional skills and capacity
Indicators:
- Acts to extend his or her repertoire of skills and capacities
- Embodies a sense of self as a professional, demonstrating professional responsibility
- Participates as a professional in professional development opportunities

5.5 Develops and maintains a Professional Portfolio according to University requirements
Indicators:
- Makes regular entries in the Professional Portfolio
- Engages in reflective practice
- Provides evidence of continuous development and professional learning

5.6 Maintains Resource Folders and Lesson Plan Folder
Indicators:
- Uses an acceptable Lesson Plan Format
- Maintains an acceptable standard of presentation
- Reflects on professional practice

5.7 Uses Day Book appropriately
Indicators:
- Maintains a well-planned and comprehensive Day Book
- Day Book shows evidence of clear direction in the teaching and learning process
- Day Book is sufficiently detailed to reflect thorough planning, preparation and ability to assess and evaluate the learning process
6. DEMONSTRATING PROFESSIONAL ATTITUDES

6.1 Displays appropriate professional attitudes and behaviour

Indicators:
- Displays enthusiasm towards teaching and learning
- Displays a willingness to participate in class and school activities
- Responds positively to constructive feedback
- Demonstrates initiative

6.2 Attends to school-based professional commitments

Indicator:
- Attends the prescribed hours of duty for staff
- Attends staff meetings, playground duty
- Adopts appropriate professional dress at all times
- Wears name badge

6.3 Operates from an appropriate ethical position

Indicators:
- Accepts the responsibility for improving student learning, well-being and self esteem
- Exercises discretion when dealing with matters of confidentiality, trust and sensitivity
- Treats students, parents and school staff with respect, honesty and without discrimination
- Understands and acknowledges social and cultural differences which may affect the expectations of parents
- Acts to overcome discrimination on the bases of gender, race and religion

6.4 Operates within the framework of law and regulation

Indicators:
- Fulfils obligations of teaching’s regulatory framework, including equal opportunity, occupational health, child protection and other applicable Acts
- Fulfils the teacher’s duty of care

6.5 Appreciates and values diversity and that all students have a right to learn

Indicators:
- Values and uses the gender, cultural and linguistic backgrounds of students
- Designs programs that are sensitive to individual students' backgrounds
- Ensures that students' learning is not limited by expectations based on stereotypes or prejudices

7. E-LEARNING AND THE CURRICULUM

7.1 Critically reflects on the place of eLearning within the curriculum

Indicators:
- Reflects and evaluates the impact of ICT when working with children
- Plans and organises activities that incorporate the use of eLearning
- Works with others and in teams within a learning community to enhance the presence of eLearning when developing units of work/lessons
7.2 Develops professional skills and ability in the use of eLearning

Indicators:
- Demonstrates an understanding of a need to enhance information literacy
- Demonstrates an understanding of the value of digital literacy
- Shows an awareness that eLearning and good classroom practice are a powerful combination to enhance student learning
- Displays a willingness to combine new practices with the strategic use of eLearning

References
REFERENCES


Retallick, J.A.. (2001). The portfolio guidebook. NSW Dept of Education and Training; and the Australian Council for Education Administration NSW Inc (now ACEL)

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