

U

Bachelor of Education – The Early Years

2024



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AUSTRALIA

BACHELOR OF EDUCATION - THE EARLY YEARS

PROFESSIONAL EXPERIENCE HANDBOOK 2024

Disclaimer: Details within this document are correct as of 4 October, 2023 but may be subject to change.



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Contact Details

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PEX Coordinator Dr Karen Tonge	Tel: 02 4221 4951 Email: ktonge@uow.edu.au

Sonia

WHAT IS SONIA?

The School of Education uses the online student placement system Sonia to manage Professional Experience placements. Primarily Sonia is used to:

- Maintain a database of students, placement venues (e.g. Centres) and contacts within the venues
- Provide Sonia Online access to students, placement venues and contacts
- Communicate with students, placement venues and contacts via email
- Administer Professional Experience placements

WHAT IS SONIA ONLINE?

Sonia Online is where students, venue contacts (Supervisors, Directors and Coordinators) and University Advisors log in to access Professional Experience placement details, documents and resources and complete administrative tasks such as submitting reports and forms.

The Professional Experience (PEX) Unit will set individuals up with Sonia Online accounts as required. If you believe your Sonia Online access has been overlooked or you have difficulty with access please contact the PEX Unit.



HELP DESK

Professional Experience Unit (PEX Unit) Email: pex-enquiries@uow.edu.au
Phone: 02 4239 2380

Information for Centre Directors and Coordinators

CONTACT DETAILS AND SONIA ONLINE ACCESS

- If there is a change of Director or Coordinator at your Centre or Service please contact us via phone or email.
- We will use your nominated email address to set you up with a Sonia Online account and to communicate with you.
- When you are set up with a Sonia Online account you will receive an email with a *Quick Start Guide for Placement Providers* attached.

PLACEMENT REQUESTS AND ALLOCATION

Placement requests are sent in October of the preceding year and followed up in the new-year. You will receive an email from us letting you know of any news for the upcoming year and inviting you to log in to Sonia to view the placement requests.

- **Log in** to Sonia to view the placement requests and nominate which ones you would like to confirm. The *Quick Start Guide for Placement Providers* will show you how.
- **Supervisors** need to be linked to their students in Sonia. If you know at the time of confirming a placement please provide the Supervisor name. The *Quick Start Guide for Placement Providers* will show you how.
- **Placement Shortages** can occur. The PEX Unit may contact you throughout the year to request additional placements.
- **Allocation of students** usually occurs approximately 8 weeks before the commencement of a placement. When allocation occurs you will receive an automated email asking you to **log in** to Sonia to view the allocation details. The student will contact you to introduce themselves, talk about their first day and negotiate start and finish times.

DURING PLACEMENT

- **The University of Wollongong Code of Practice-Student Professional Experience** sets out what is expected from students, the University and Placement Providers: <https://documents.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow058662.pdf>. Students are also required to comply with any code of conduct relevant to your organisation.
- **The nominated Professional Experience Supervisor** must be a **Bachelor qualified Early Childhood Teacher** with the necessary skills and expertise to assess and mentor student on Professional Experience placement. Other educators may provide additional support and guidance as required, but are not responsible for assessing the student against the Early Years Professional Experience Outcomes and Performance Indicators and, completing and signing off on Professional Experience reports.
- **Resources** and forms for the placement can be accessed by you, the Professional Experience Supervisor and the student by logging in to Sonia.
- **Support** will be provided to the Centre or Service and the student by a **University Advisor**. They will be in touch via phone or email but you can find their details by logging into Sonia.
- **A note about COVID-19: University Advisors** will offer support via in-person visits, email, phone and/or video conferencing. University representatives will attend or meet in adherence with public health orders..
- **Contact the PEX Unit Help Desk** for Sonia and administrative enquiries.
- **PEX reports** will be completed electronically in Sonia by the Supervisor.

The Procedure for a Student in Need of Additional Support (Notification Process) is for those not meeting expectations for teaching and/or professional conduct. The procedure must be used in a timely manner so development can occur. See [p.12-13](#) for more information. **Early implementation of the procedure is the best way to support the student.**



HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

Information for Professional Experience Supervisors

PROFESSIONAL EXPERIENCE SUPERVISOR QUALIFICATION REQUIRMENTS

- The nominated Professional Experience Supervisor must be a **Bachelor qualified Early Childhood Teacher** with the necessary skills and expertise to assess and mentor student on Professional Experience placement. Other educators may provide additional support and guidance as required, but are not responsible for assessing the student against the Australian Professional Standards for Teachers, or completing and signing off on Professional Experience reports.

SONIA ONLINE ACCESS

- To access placement information and resources you will need Sonia Online access.
- You will receive an email shortly before commencement or on the first day of the placement with instructions and a *Quick Start Guide for Supervisors* explaining how to log in to Sonia.
- We will 'link' you to your student so that you can see their placement details and resources when you log in.
- If you have an existing Sonia account please use those log in details.

RESOURCES AND SUPPORT

A note about COVID-19: University Advisors will offer support via in-person visits, email, phone and/or video conferencing. University representatives will attend or meet in adherence with public health orders.

- Resources and forms for the placement can be accessed by you, the student and the Director or Coordinator by logging into Sonia.

The following resources are required for supervision of a Professional Experience:

- **Professional Experience Handbook.**
- **Australian Professional Standards for Teachers – Evidence Guide for Graduate Level.**
- **Supervising Teacher Daily Feedback on Performance-** Provide written or verbal feedback to the student each day. Written feedback may be completed in the Daily feedback template provided. Feedback must be provided to the student, and if appropriate, copies provided to them.
- **Student Daily Self-Reflection** - Students complete a Student Daily Self-Reflection template on a daily basis and discuss their reflection with their supervisor.
- **Progress Report** - Complete this form at the end of Week 2 (10 days) and discuss with the student. An electronic copy of this form is to be formally submitted via Sonia.
- **Final Report** - Complete this form at the end of Week 4 (20 days) and discuss with the student. An electronic copy of this form is to be formally submitted via Sonia.

Support is provided to you by the following people:

- **Director or Coordinator-** a support person in the Centre or Service environment.
- **University Advisor-** they will be in touch via phone or email but you can find their details by logging into Sonia.
- **PEX Coordinator-** details are found under *Contact Details* on [p.4](#).
- **UOW PEX Unit-** details are found under *Contact Details* on [p.4](#).

To identify a student in need of additional support refer to the following:

- The relevant Code of Conduct/s (refer to Information for Students). Australian Professional
- Standards for Teachers.
- Professional Experience program requirements- outlined in the Professional Experience Handbook.
- Completed Daily Feedback on Performance templates.
- PEX Progress Report.

The Procedure for a Student in Need of Additional Support (Notification Process) is for those not meeting expectations for teaching and/or professional conduct. The procedure must be used in a timely manner so development can occur. See [p.12-13](#) for more information. **Early implementation of the procedure is the best way to support the student.**



ATTENDANCE

- Please refer to *Information for Students and Attendance* for details on the requirements of your student.
- Please refer to the *Quick Start Guide for Supervisors* for detailed instructions.

PROFESSIONAL EXPERIENCE REPORTS AND ELECTRONIC FORMS

Student Reports - will need to be completed electronically in Sonia. Refer to the *Quick Start Guide for Supervisors* to:

1. Log in to Sonia to access the *Progress Report* and the *Final Report*.
2. Complete and submit the reports electronically by the due date.
3. Inform the student when the reports have been submitted so they may log into their own Sonia account to read the contents and submit their section.

Online Forms- You may need to complete additional online forms in Sonia (Illness/Misadventure/Special Leave or Notification 1). Please refer to the *Quick Start Guide for Supervisors* for instructions.

PAYMENT

- Supervisor: \$35.72 per student per day (excluding Public Holidays that fall within the placement).

Payment documentation and claiming procedures will be provided via Sonia.



Information for Students

HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

PROFESSIONAL CONDUCT

- **The University of Wollongong Code of Practice-Student Professional Experience** sets out what is expected from students, the University and Placement Providers: <https://documents.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow058662.pdf>
- You are also required to comply with any other Code of Conduct relevant to the Centre or Service you are placed. As a result of extenuating circumstances or professional misconduct you may be asked by the Centre or Service or the University of Wollongong to leave the Centre or Service, terminating the Professional Experience.

ENROLMENT AND PLACEMENT OPTIONS

Enrol in your Professional Experience subjects as early as possible. Placement information will be emailed to you via Sonia and you must be enrolled to be included on the mailing list.

Method of Allocation- Final year students will be eligible to nominate preferences from a list of available placements. All other students will be allocated based on their Session Address in SOLS. Make sure your session address is current.

Out of Area Professional Experience Placements - You may be eligible to apply for an out of area Professional Experience in a rural or regional area. The PEX Unit will email you information if you are eligible to apply.

- Your application will be assessed on your previous Professional Experience reports and academic record.
- The PEX Unit will negotiate your placement with the nominated Centre or Service.
- A University Advisor will not visit you on an Out of Area placement.
- Travel and accommodation costs must be covered by the student.

Work-based Placement – Students who are currently employed in the sector may be eligible to apply for one work-based placement throughout the degree. This placement cannot be your first or final PEX placement. Eligibility will be assessed based on student performance and appropriateness of placement. Students are encouraged to meet with the PEX coordinator for further information.

Variation to Professional Experience

- You are expected to complete your Professional Experience as scheduled by the School of Education Planner (<https://www.uow.edu.au/the-arts-social-sciences-humanities/schools-entities/education/professional-experience/>)
- The Director of Academic Studies may consider a variation to Professional Experience in extenuating circumstances. Contact your Director of Academic studies to discuss a variation

MANDATORY STUDENT CHECKS

It is each student's responsibility to ensure mandatory checks and clearances are completed and up to date. No PEX can commence until evidence of completion of these requirements is uploaded into Sonia. Mandated checks and clearances are listed in Sonia.

Instructions for completing these mandatory checks and the frequency at which they must be updated can be found in Sonia. Mandatory check requirements may be subject to change and additional mandatory checks may be introduced by the School of Education.

ALLOCATION

The PEX Unit places many hundreds of student across every program. The PEX Unit endeavours to allocate placements up to 4 weeks prior to commencement, however, allocations can be delayed. A delay is not a source for concern because a place will be secured. You are asked to remain respectful and patient throughout the process.

Notification of Allocation - you will be emailed an official notification of your placement and you will be asked to:

1. Log in to Sonia to access placement details
2. Contact your allocated Centre or Services on the specified date

Placement Conflict of Interest - you are not permitted to undertake Professional Experience at a Centre or Service where you:

- Are employed
- Have relatives (partner, child, parent or other close relative) employed
- Have relatives (partner, child, parent or other close relative) enrolled

It is your responsibility to notify the PEX Unit immediately if you are placed in a Centre or Service that breaches this policy.

- **Name Badges** - You will be issued with name badges before your first placement. If you lose your badge you must replace it. Contact: New Millennium Trophies and Gifts, 92 Auburn Street Wollongong | T: 02 4225 3717



RESOURCES AND SUPPORT

Resources and forms for the placement can be accessed by you, the Professional Experience Supervisor and the Centre Director or Coordinator in Sonia. You must access and use the available resources to fulfil your obligations for the Professional Experience.

The following documentation can be accessed by logging into Sonia:

- **Professional Experience Handbook**
- **Australian Professional Standards for Teachers – Evidence Guide for Graduate Level**
- **Supervising Teacher Daily Feedback on Performance** - your Professional Experience Supervisor will provide daily feedback, written or verbal, based on the Daily Feedback on Performance template. This feedback will be discussed with yourself. You should keep all feedback to use for self-reflection and future development
- **Student Daily Self-Reflection** - you should complete a Student Daily Self-Reflection Template on a daily basis to support your professional dialogue with your Professional Experience Supervisor
- **Progress Report** - your Professional Experience Supervisor will complete this form at the end of Week 2 (10 days) and discuss it with you. This will need to be submitted formally via Sonia.

Support is provided to you by the following people:

- **Professional Experience Supervisor** - your primary support person (in centre).
- **Director or Coordinator** - a secondary support person in the Centre or Service environment.
- **University Advisor** - they will be in touch via phone or email but you can find their details by logging into Sonia.
- **Professional Experience Coordinator** - details are found under *Contact Details* on page 4.

The Procedure for a Student in Need of Additional Support (Notification Process) is for those not meeting expectations for teaching and/or professional conduct. The procedure must be used in a timely manner so development can occur. See [p 12-13](#) for more information. **Early implementation of the procedure is the best way to support the student.**

ATTENDANCE

You must meet the attendance requirements of your Professional Experience to pass the subject. You are required to:

- Arrive 15 minutes prior to the start of the Centre or Service day/shift and be available for meetings after Centre or Service closure.
- Attend all allocated Professional Experience days and be present for the whole day unless granted permission by your Supervising Teacher, University Advisor and PEX Coordinator. A whole day is equivalent to 8 hours, or a full 8 hour shift.
- Make up any days missed to illness/misadventure/special leave by attending the next available day of centre operation.
- You must have the required number of days for your Professional Experience Reports to be valid.

Illness/Misadventure/Special Leave Procedure

1. Confirm and follow your centre's preferred procedure for notifying absences with your Supervising Teacher/Centre Coordinator
2. Negotiate with your Supervising Teacher to make up absences convenient to the centre and UOW timetable. Ensure this does not clash with classes, assessments, study weeks or exams. Email the PEX Unit to advise when this is scheduled
3. **Complete and save (do not submit) the Illness/Misadventure/Special Leave Form section within the Final Report 2024. Submit the form once the days are complete.**

NB: Medical certificate/s must be attached for absences of two or more days, via the + dropdown in the Documents Tab

Other – Student teaches year **not required to make-up Professional Experience days missed to Public Holidays** as preparation completed prior to the Professional Experience (7-8 hours) is recognised in lieu of the Public Holiday.

If any of the following occur during your Professional Experience, please contact the PEX Unit for direction:

- Injury on Placement.
- Industrial Action.
- Jury Duty.

Note: If you require surgery during your Professional Experience placement a medical clearance certificate will be required before continuing with your placement.

Requirements for pregnancy and PEX placements

A student within their final trimester when a PEX is scheduled **MUST liaise with their Subject Coordinator** about the suitability of attending PEX and alternatives if required. Fair Work Australia and the UOW School of Education require a student who is pregnant and scheduled to attend PEX within six weeks of their due date must upload to Sonia a medical certificate that notes the relevant gestation and confirms they are medically fit to undertake the placement. This documentation can be provided by the relevant caregiver or care providers, including but not limited to, general practitioner, obstetrician, midwife, or employee of a hospital-based service provider. In the event the student is unable to adequately perform the duties required, the placement will be stopped, and alternative outcomes sought.



PROFESSIONAL EXPERIENCE REPORTS

Report requirements for each Professional Experience program are set out in the relevant sections of this Handbook. You must:

1. Help your Professional Experience Supervisor to access their Sonia account and locate your report templates.
2. Log in via Sonia to view your reports once they are written and submitted by your Professional Experience Supervisor.
3. Complete and submit your designated section of the reports.
4. Download and keep a digital and hard copy of all your Professional Experience reports for later use.



Information for University Advisors

SONIA ONLINE ACCESS

- You will access Sonia Online using your UOW username and password. If you are a new University Advisor and are unsure of your log in details please contact the Help Desk.
- **To log in** refer to the *Quick Start Guide for University Advisors*.
- If a Professional Experience Supervisor or Director or Coordinator has trouble accessing Sonia ask them to contact the Help Desk.

ALLOCATION AND PLACEMENT INFORMATION

The PEX Unit may allocate you to Centres or Services hosting students for a variety of Early Years Professional Experience. The Professional Experience requirements for each program are detailed in the relevant sections of this Handbook.

- You will receive an email notification when you have been allocated. Log in to Sonia to check the details.
- Refer to the *Quick Start Guide for University Advisors* for details on how to use Sonia.
- Make contact with your students and Director or Coordinators early. Discuss the level of support you will provide.

RESOURCES AND SUPPORT

Resources for the placement can be accessed by you, the Professional Experience Supervisor, the Director or Coordinator and the student by logging in to Sonia. Available resources include:

- **Professional Experience Handbook**
- **Australian Professional Standards for Teachers – Evidence Guide for Graduate Level**
- **Supervising Teacher Daily Feedback on Performance** - Provide written or verbal feedback to the student each day. Written feedback may be completed in the Supervising Teacher Daily Feedback on performance template provided. Feedback must be provided to the student, and if appropriate copies provided to them.
- **Student Daily Self-Reflection** - Students will complete a Student Daily Self-Reflection template on a daily basis to support their professional dialogue with their Professional Experience Supervisor.
- **Progress Report** - refer to Information for Professional Experience Supervisors for usage requirements.

Support is available to you:

- **Professional Experience Unit Help Desk** - for Sonia and administrative enquiries
- **Professional Experience Coordinator** - For placement details and administrative enquiries (refer to Contact Details [p.4](#))
- **PEX Coordinator** - For assistance with students and/or Professional Experience Supervisors who may need extra support (refer to Contact Details [p.4](#))

PROCEDURE FOR STUDENT IN NEED OF ADDITIONAL SUPPORT

The **Procedure for Student in Need of Additional Support (Notification Process)** is a support program for students who are not meeting teaching and/or professional conduct expectations. **To identify a student in need of additional support** the Supervising Teacher and/or the Centre Coordinator/Director will refer to the following:

- The relevant Code of Conduct/s (refer to Information for Director or Coordinators) Early Years Outcomes and Performance Indicators
- Program requirements- outlined in the Professional Experience Handbook Completed Daily Feedback on Performance templates
- PEX Progress Report

The Procedure for a Student in Need of Additional Support (Notification Process) is for those not meeting expectations for teaching and/or professional conduct. The procedure must be used in a timely manner so development can occur. See [p.12-13](#) for more information. **Early implementation of the procedure is the best way to support the student.**

Forms

Part of the *Procedure for Student in Need of Additional Support* will involve filling out online forms in Sonia. These forms must be completed by you, the Professional Experience Supervisor and the student using your respective Sonia logins. If there is any Sonia access issues contact the Help Desk as a priority.

It is advisable to confirm log in procedures with the PEX Unit before attending a Centre or Service for a remediation meeting



Procedure for a Student in Need of Additional Support (Notification Process)

This procedure is to be implemented by the Supervising Teacher in consultation with the University of Wollongong University PEX Advisor when a student is making insufficient progress towards meeting the requirements for Professional Experience and/or professional conduct policy.

Early notifications are the best way to support a student because support can be put in place in time for progress to be made.

It is vital that these notifications are used a timely manner if there are concerns about a student. Implementing the procedure is the best way to support the school and the student teacher.

Supervising Teacher

- Clearly articulate areas of concern to the student
- Inform University Advisor, Centre Director/Coordinator and student and arrange a meeting
- Collate documentation to support the implementation of the Notification

Notification 1 Implementation

At the meeting: (Attendees should include the Supervising Teacher, student and University Advisor)

- discuss the areas of concern in reference to supporting documentation
- remind student of the various support available to them
- review *Australian Professional Standards for Teachers (Graduate level)* and refer to any supplementary documentation e.g. Evidence Guide (Graduate Teacher Standards), relevant Code/s of Conduct, Professional Experience Handbook, lesson plans/documentation submitted by student, Supervising Teacher feedback forms, etc
- discuss the specific areas to be addressed in the Notification 1 and negotiate a reasonable timeframe in which significant improvement must be demonstrated and maintained

Completing the Notification 1 form (via Supervising Teacher's Sonia login):

- identify the areas of concern directly relating to the APSTs
- comment on specific details relating to the areas of concern
- specify the suggestions for development and goals/minimum expectations required to be demonstrated and maintained
- specify the timeframe in which these should be evident – usually within 3-5 days
- Notification 1 to be actioned by Supervising Teacher, student and University Advisor by their respective Sonia login.

Following Notification

- University Advisor to liaise with Supervising Teacher to monitor progress of student

Outcomes from Notification 1

Achieving and maintaining set goals:

- continue to monitor and completion of scheduled PEX placement

NOT achieving set goals:

- Scenario #A – Notification 2 implemented in consultation with the University Advisor, if scheduled PEX placement days are incomplete
- Scenario #B – Unsatisfactory report issued in consultation with the University Advisor, if scheduled PEX placement days are complete
- Scenario #C – Final Notification issued if PEX placement is terminated under Code of Practice*

* *University of Wollongong Code of Practice – Work Integrated Learning (Professional Experience) states: "The Faculty or the Host Organisation, in consultation with the Faculty, may determine that a student should be excluded from continuing in a Professional Experience owing to: i. the student's failure to perform satisfactorily while undertaking the Professional Experience, ii. alleged student misconduct as detailed in the student Conduct Rules, or iii. any other circumstance as detailed in this Code."* This will result in an early termination and an unsuccessful Professional Experience.

Notification 2 Implementation

This is usually implemented in consultation with Supervising Teacher, University Advisor and PEX Coordinator and follows the same process as for Notification 1.



Outcomes from Notification 2

Achieving and maintaining set goals:

- continue to monitor and completion of scheduled PEX placement

NOT achieving set goals:

- Scenario #A – Unsatisfactory report issued in consultation with the University Advisor, if scheduled PEX placement days are complete
- Scenario #B – Final Notification issued in consultation with the PEX Coordinator if PEX placement is terminated

INFORMATION FOR STUDENTS

- **Know the areas of concern** and the expectations required of you to meet and maintain the criteria in the designated timeframe
- **Action** the Notification form via your Sonia login
- **Liaise with your Supervising Teacher** to address the areas of concern
- **Seek additional support and advice**
- **Demonstrate significant improvement** and maintain this consistently for the duration of the PEX placement

INFORMATION FOR SUPERVISING TEACHERS

- Provide student with timely information about expectations and progress
- Clearly articulate your concerns as early as possible in the PEX placement to the student
- Contact the University Advisor to advise of your concerns and arrange a meeting
- Gather evidence and documentation to support your concerns
- Consult the Evidence Guide (Graduate Teacher Standards)
- Access and complete the Notification Form via your Sonia login
- Provide a reasonable level of support to student
- Monitor the student for significant improvement as addressed in the Notification

INFORMATION FOR UNIVERSITY ADVISORS

- Provide advice and support for the student
- Ensure procedures are followed and appropriately documented
- Ensure the Notification Form is actioned by all parties via their Sonia login including the University Advisor
- Notify the PEX Unit, PEX Coordinator and the relevant Academic Program Director of the Notification implementation
- Follow up with the Supervising Teacher and student and if necessary, assist with the implementation of Notification 2 and/or Final Notification in consultation with the PEX Coordinator

Final Notification Process

The Final Notification should be initiated by the Centre Director/Coordinator in conjunction with the PEX Coordinator and/or University Advisor. Ensure that all parties are aware of the Final Notification implementation, including the student.

There should be clear evidence supporting the determination of an unsuccessful Professional Experience.

Final Notification should be implemented when the student:

- **has not fulfilled the Notification criteria within the specified timeframe** or
- **conduct or teaching performance is detrimental to student welfare and/or their learning and/or is unprofessional** or
- **has not satisfied (failed) the requirements of the Professional Experience**

At the meeting

- The university representative will facilitate the proceedings
- Discuss with specific reference to the supporting documentation how the student has not met the requirements of the Professional Experience
- University representative to inform the student of the various types of support available to them after the completion of the Professional Experience
- Complete the Final Notification via each party's respective Sonia logins

FURTHER INFORMATION FOR STUDENTS

When your Professional Experience has been terminated or you have received an Unsatisfactory *Australian Professional Standards for Teachers Professional Experience Report* you are required to make an appointment with the PEX Coordinator and/or the Academic Program Director to discuss the outcome of the Professional Experience. This meeting will determine implications on course progression and strategies to prepare you for future PEX.



PEX Expectations and Responsibilities

PEX days	Student tasks / responsibilities	Supervising Teacher tasks / responsibilities	University Advisor tasks / responsibilities
PEX Preparation	<ul style="list-style-type: none"> Initial contact with service - introduction & plan preparation visits / gathering of information Send PEX unit Supervising Teacher's details Confirm Supervising Teacher is an ECT (degree level) Develop clear understanding of PEX requirements and reports Create PEX Portfolio and share file Prepare Introduction Note to be displayed UOW Advisor will email student and service advising of day and time for visit. Return confirmation email 	<ul style="list-style-type: none"> Support student in gathering preliminary information about the service – this may include Handbook, philosophy, routine and/or general programming information Access and become familiar with PEX Handbook Nominate ECT (degree qualified) as Supervising Teacher Access Sonia UOW Advisor will email student and service advising of day and time for visit. Return confirmation email. 	<ul style="list-style-type: none"> Indicate availability for liaison Confirm liaison allocation when list available Prepare schedule of student visits / meetings
PEX days / weeks	Student tasks / responsibilities	Supervising teacher tasks / responsibilities	
Days 1-5	<ul style="list-style-type: none"> Check Supervising Teacher details are in Sonia and that they have access (contact PEX Unit with any concerns) Confirm supervisor is an ECT (degree level) Clarify expectations with the Supervising Teacher Continue situational analysis Select focus children (if required) Distribute & collect Consent to Observe forms to families Plan regular time to meet with supervisor Complete Self Reflections each day Complete all requirements as per PEX Handbook 	<ul style="list-style-type: none"> Ensure you have access to Sonia Provide orientation to student Clarify expectations with the student (PEX and service) Support the student to select focus children (if needed) Plan regular time to meet with student Ensure student receives Daily Feedback 	<ul style="list-style-type: none"> Send service, ST and student correspondence relating to scheduled visit Confirm student PEX Portfolios have been received via shared file Review PEX Portfolios in preparation for liaison discussion
Days 6-10	<ul style="list-style-type: none"> Continue situational analysis Meet with supervisor regularly to discuss progress Complete Self Reflections each day Complete all requirements as per PEX Handbook 	<ul style="list-style-type: none"> Ensure student receives Daily Feedback Meet with student regularly to discuss progress, according to PEX Handbook Complete & submit Progress Report Discuss Progress Report with student 	<ul style="list-style-type: none"> Visit service / meet online and encourage student and ST to share and discuss PEX progress Support student and ST with expectations, providing guidance and suggestions as needed Complete notes in SONIA reporting on progress



Days 11-15	<ul style="list-style-type: none"> • Continue situational analysis • Meet with supervisor regularly to discuss progress • Complete Self Reflections each day • Complete all requirements as per PEX Handbook 	<ul style="list-style-type: none"> • Ensure student receives Daily Feedback • Meet with student regularly to discuss progress, according to PEX Handbook 	<ul style="list-style-type: none"> • Confirm Progress Report has been uploaded • Review Progress Report and identify any areas that may need further discussion or action • Complete follow-up visit / meeting if required
Days 16-20	<ul style="list-style-type: none"> • Continue situational analysis • Meet with supervisor regularly to discuss progress • Complete Self Reflections each day • Complete all requirements as per PEX Handbook 	<ul style="list-style-type: none"> • Ensure student receives Daily Feedback • Meet with student regularly to discuss progress, according to PEX Handbook • Complete & submit Final Report • Discuss Final Report with student 	<ul style="list-style-type: none"> • Complete follow-up visit / meeting if required • Confirm Final Report has been uploaded (day 20)



Bachelor of Education – The Early Years PEX Dates 2024

Early Years				
PEX 1 1 st Year	PEX 2 2 nd Year	PEX 3 3 rd Year	PEX 4 4 th Year	
	EYPD201	EYFE301	EYTE401	Week
				29 Jan
				5 Feb
				12 Feb
Orientation	Orientation	Orientation	Orientation	19 Feb
L	L	L	L	26 Feb
L	L	L	L	4 Mar
L	L	L	L	11 Mar
L	L	L	L	18 Mar
L	Individual Day	Individual Day	Individual Day	25 Mar
L	Individual Day	Individual Day	Individual Day	1 Apr
L	Individual Day	Individual Day	Individual Day	8 Apr
SH/Recess	SH/Recess	SH/Recess	SH/Recess	15 Apr
Writing Week	Writing Week	Individual Day	Writing Week	22 Apr
L	Individual Day	Individual Day	Individual Day	29 Apr
L	Individual Day	Individual Day	Individual Day	6 May
L	L	Individual Day	L	13 May
L	L	L	L	20 May
L	PEX 2	L	PEX 4	27 May
Study/Recess	PEX 2	Study/Recess	PEX 4	3 Jun
Exams	PEX 2	Exams	PEX 4	10 Jun
Exams	Exams	Exams	Exams	17 Jun
Recess	Recess	Recess	Recess	24 Jun
Recess	Recess	Recess	Recess	1 Jul
SH/Recess	SH/Recess	SH/Recess	SH/Recess	8 Jul
EYPD102		EYLL302		Week
S/H Recess	S/H Recess	S/H Recess	S/H Recess	15 Jul
L	L	L	L	22 Jul
L	L	L	L	29 Jul
L	L	L	L	5 Aug
L	L	L	L	12 Aug
Individual Day	L	Individual Day	L	19 Aug
Individual Day	L	Individual Day	L	26 Aug
Individual Day	L	Individual Day	L	2 Sep
Individual Day	L	Individual Day	L	9 Sep
Individual Day	L	Individual Day	L	16 Sep
L	L	L	L	23 Sep
S/H Recess	S/H Recess	S/H Recess	S/H Recess	30 Sep
Writing Week	Writing Week	Writing Week	Writing Week	7 Oct
L	L	L	L	14 Oct
PEX 1	L	PEX 3b	L	21 Oct
PEX 1	Study/Recess	PEX 3b	Study/Recess	28 Oct
PEX 1	Exams	PEX 3b	Exams	4 Nov
Exams	Exams	Exams	Exams	11 Nov



Professional Experience 1 – PEX 1

Observing Children

Professional Experience Dates	<p>One Individual Day per week for 5 weeks during Spring session 2024, followed by a three-week block.</p> <p>*See PEX Planner for specific dates</p> <p>Placement is in an Early Childhood Education and Care Centre (preschool or long day care) with children aged between 2 and 5 years.</p>
Required Number of Days	5 Individual Days + 15 days block
Subject Number	EYPD102
Reporting Requirements	<p>Completion of 5 Individual Days and 1 week (progress total 10 days): <i>Progress Report</i> - An electronic copy of this template is to be formally submitted in Sonia.</p> <p><input type="checkbox"/> Progress Report</p> <p><input type="checkbox"/> Final Report</p> <p>Completion of 5 Individual Days and 3 weeks (completed total 20 days): <i>Final Report</i> - An electronic copy of this template is to be formally submitted in Sonia.</p>
Focus	The focus of the placement is around perceptive observations of children and the role of these in understanding children’s development and insightful assessment of moments in time.
Preparation	<p>The student will make contact with the Supervising Early Childhood Teacher once placement has been confirmed by the PEX Unit to arrange a suitable time for a preliminary visit and meeting, which will occur prior to the commencement of Professional Experience.</p> <p>During this meeting, a brief introduction to the service and Professional Experience will occur, including discussing shared expectations, arranging shift times and highlighting the professional responsibilities of the student in the service. <u>Students are responsible for checking their Supervising Teacher is a university-trained ECT who has completed their Bachelor degree.</u></p> <p>It is expected that during this preparation, students will collect information and begin creating a Situational Analysis of their ECE. This information is valuable for students to gain a detailed understanding of their ECE setting and curriculum prior to commencement of Professional Experience Individual Days.</p> <p>Focus Child – The Service Director, Supervising Early Childhood Teacher and the student will agree on the identification of a Focus Child. This child must attend at least three days per week. The student will leave information and a ‘Permission to Observe’ form to be delivered to the focus child’s parent/s so permission can be granted, then observations can begin as soon as possible.</p> <p><u>Each student will develop an electronic portfolio where all PEX tasks will be available for both the Supervising Early Childhood Teacher and the University Advisor. Please ensure you ST and UA have access to this portfolio.</u></p>
Responsibility of the Supervising Early Childhood Teacher	<p>The Supervising Early Childhood Teacher, (as well as educators in the ECE service) will support and guide the student in all aspects of Professional Experience. <u>The Supervising Early Childhood Teacher is a degree-qualified Early Childhood Teacher</u> who will act as a professional rolemodel for the student and assist the student to develop confidence and extend their knowledge and skills.</p> <p>Daily feedback, written or verbal, based on the Daily Feedback on Performance template will be provided by the Supervising Early Childhood Teacher to the student. Additional time is to be scheduled on a regular basis for professional discussion on the student's development as an Early Childhood Teacher.</p> <ul style="list-style-type: none"> • A Supervising Teacher Daily Feedback on Performance template (written or verbal) is to be completed daily • A Progress Report is to be completed at the end of Week 2 (10 days) via Sonia. • A Final Report is to be completed in Week 4 (20 days) – see Reporting Requirements. <p>Refer to: <i>Australian Professional Standards for Teachers</i></p>



Outcomes	<p>Professional Knowledge</p> <p>Standard 1: Know children and how they learn.</p> <p>Standard 2: Know the content and how to teach it.</p> <p>Professional Practice</p>
	<p>Standard 3: Plan for and implement effective teaching and learning.</p> <p>Standard 4: Create and maintain supportive and safe learning environments.</p> <p>Standard 5: Assess, provide feedback and report on children’s learning.</p> <p>Professional Engagement</p> <p>Standard 6: Engage in professional learning,</p> <p>Standard 7: Engage professionally with colleagues, parents/carers and the community.</p>
Performance Requirements of the Student	<p>Situational Analysis</p> <p>A Situational Analysis of the service is to be compiled which will allow the student to get to know the centre. Information about the local community and families, the setting, program foundations and style, relevant policies and procedures, centre routines and other unique characteristics of the centre is to be included.</p> <p>* This will be developed as part of the coursework for EYPD102. The Situational Analysis must continue to be developed throughout the duration of the Professional Experience in consultation with the Supervising Early Childhood Teacher.</p> <p>Refer to: <i>'Situational Analysis Expectations'</i> located in Moodle and Arthur, Beecher, Death, Dockett & Farmer, 2015, Chapter 6, pp 179-204.</p> <p>Child Portfolio</p> <p>A collection of information and documentation that demonstrates the focus child's learning and development is to be prepared by the student over the duration of the Professional Experience. It will include the required observations, reflections and interpretations.</p> <p>The Child Portfolio is to reflect the level of Professional Experience the student is undertaking, be professionally presented, and include a variety of documentation styles.</p> <p>It is to be developed in collaboration and consultation with the Supervising Early Childhood Teacher.</p> <p>PEX Portfolio</p> <p>Students are expected to keep copies of all Observations, reflections and interpretations. These are to be used for later reflection, planning and preparation for subsequent Professional Experiences. The Situational Analysis will also be included in this portfolio.</p> <p>Self-Reflections</p> <p>Students must complete the <i>Student Daily Self-Reflection Template</i> daily and it is to be signed off by the student and Supervising Early Childhood Teacher. This must demonstrate links between personal experiences, analysis and professional development.</p> <p>Students must also view, discuss and sign the <i>Supervising Teacher Daily Feedback on Performance</i> template completed by the Supervising Early Childhood Teacher.</p> <p>The student must meet all weekly requirements, as specified throughout the following document.</p>
University Advisor	<p>A University Advisor will be allocated to each service. Liaison will be by phone, email and/or service visit. The University Advisor will establish good communication between the Service Director, Supervising Early Childhood Teacher and the Early Years student so as to understand and support the student’s development.</p>
<p>Individual Days</p> <p>Days 1 – 5</p> <p><input type="checkbox"/> Expectations discussed</p> <p><input type="checkbox"/> Situational Analysis continues</p> <p><input type="checkbox"/> Focus Child (1)</p> <p><input type="checkbox"/> Permission to</p>	<p>Introduction</p> <p>It is expected that during the Individual Days, the Supervising Early Childhood Teacher and student will clarify their respective expectations of the Professional Experience.</p> <p>A weekly meeting time is to be established for the Supervising Early Childhood Teacher to meet with the student throughout the placement.</p> <p>Situational Analysis</p> <p>By the end of the 5 Individual Days, a detailed Situational Analysis of the ECE is to be completed, and accessible in the Student's PEX Portfolio. This will be submitted for feedback as part of the coursework for EYPD102.</p> <p>A copy is to be reviewed by the Supervising Early Childhood Teacher at the start of the block placement.</p>



<p>Observe</p> <ul style="list-style-type: none"><input type="checkbox"/> Observations with interpretation (5)<input type="checkbox"/> Child Portfolio<input type="checkbox"/> Professional discussions<input type="checkbox"/> Quality interactions with children and educators<input type="checkbox"/> Daily Feedback<input type="checkbox"/> Daily Self Reflections	
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	<p>Observations</p> <p>Students will have selected a focus child with guidance and approval from the Supervising Early Childhood Teacher during the preparation meeting prior to commencing the 5 Individual Days. This child should attend at least three days per week.</p> <p>Parent Permission/Consent forms or a 'Permission to Observe' form must be completed, and parents will be encouraged to contribute information about their child to assist the student's understanding. Students are required to take responsibility for this contact, in consultation with their Supervising Early Childhood Teacher.</p> <p>From day 1 of the Individual Days, students will begin the initial five required observations on the focus child and collect information for the Child Portfolio.</p> <p>At least five formal observations, with reflection and interpretation, must be completed by the end of the 5 Individual Days. A variety of observation styles are to be utilised, as discussed throughout the subject.</p> <p>Professional discussions between the Supervising Early Childhood Teacher and the student will focus on observations recorded, reflections on children's learning and meaningful assessment. In particular, the student will demonstrate an understanding of observations as fundamental for understanding individual children and identifying and planning for children's learning. These professional discussions will highlight the critical importance of detailed observations, further develop observation skills, as well as the ability to reflect on children's learning and opportunities for this learning to occur.</p> <p>Child Portfolio</p> <p>Additional to the required five observations per week, the student will collect background information on this child and their context, including information relating to his/her family and community. A discussion with the Supervising Early Childhood Teacher will occur to gain additional information about the child. During the 5 Individual Days, students will work to establish a positive relationship with the child and his/her family.</p> <p>Documentation included in the portfolio demonstrates knowledge and understanding of the child.</p> <p>Teaching Expectations</p> <p>The student will engage in meaningful interactions with all children during the 5 Individual Days. These interactions may be with one or two children, or a small group during the entire daily routine and will include a variety of play experiences. These interactions will be the source of many observations.</p> <p>An additional five observations are recorded during each week of the three-week block period, across all aspects of the daily routine and involve individual and small groups of children. While your observations of your focus child will need to include developmental analysis and interpretation, it is important to remember that contemporary theories encourage you to look beyond this, to consider multiple perspectives and broader issues. As outlined in Arthur, et al. (2015), you should also consider children's dispositions, group dynamics, power relations and more holistic perspectives of development (p. 272)</p> <p>Feedback Sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> template is to be completed by the Supervising Early Childhood Teacher daily. This feedback can be written or verbal.</p> <p>Regular professional discussion is to occur and both the Supervising Early Childhood Teacher and the student sign the sheets.</p> <p>Self-Reflection</p> <p>Students will complete a <i>Student Daily Self-Reflection Template</i> daily. This must demonstrate links between personal experiences, analysis and professional development.</p>
<p>Week 1 of the block Professional Experience Days 6 – 10</p> <ul style="list-style-type: none"> <input type="checkbox"/> Situational Analysis continues <input type="checkbox"/> Observations with interpretation (5) on Focus child <input type="checkbox"/> Additional observations with 	<p>Observations</p> <p>At least five formal observations with reflection and interpretation must be completed on the focus child during days 6-10 (in addition to those recorded during the 5 Individual Days). A variety of observation styles are to be utilised, as discussed throughout the Professional Experience subject. An additional 5 observations are to be included each week and may focus on a variety of aspects of the routine, groups times and/or children other than the focus child (without identification).</p> <p>Professional discussions with the Supervising Early Childhood Teacher will focus on observations recorded, reflections on children's learning and possibilities for planning. In particular, the student will demonstrate an understanding of observations as fundamental for identifying and planning for children's learning.</p>



<p>interpretation (5)</p> <ul style="list-style-type: none"><input type="checkbox"/> Child Portfolio continues<input type="checkbox"/> PEX Portfolio continues<input type="checkbox"/> Professional discussions<input type="checkbox"/> Quality interactions with children and educators<input type="checkbox"/> Daily Feedback<input type="checkbox"/> Daily Self Reflections<input type="checkbox"/> Progress Report due	
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	<p>These professional discussions will highlight the critical importance of detailed observations, further develop observation skills, as well as the ability to reflect on children’s learning and opportunities for this learning to occur.</p> <p>Child Portfolio</p> <p>Additional to the required five observations per week, the student will continue to collect information about this child and his/her context, including information relating to their family and community.</p> <p>The student will continue to develop and establish a positive relationship with the child and family.</p> <p>Documentation included in the portfolio demonstrates knowledge and understanding of the child.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility and engagement will be displayed each week.</p> <p>The student will continue to engage in meaningful interactions with all children during days 6-10 of the Professional Experience. These interactions may be with one or two children, or a small group during the entire daily routine and will include a variety of play and leisure experiences. These interactions will be the source of many observations.</p> <p>An additional five observations are recorded during the week, across all aspects of the daily routine and involve individual and small groups of children which will lead to planning possibilities. At least one planning idea should be recorded and discussed with the Supervising Teacher.</p> <p>Students will keep copies of all documentation.</p> <p>Feedback Sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> template is to be completed by the Supervising Early Childhood Teacher daily. This feedback can be written or verbal.</p> <p>Regular professional discussion is to occur and both the Supervising Early Childhood Teacher and the student sign the sheets.</p> <p><i>Progress Report</i> is completed online in Sonia by the Supervising Early Childhood Teacher at the end of this week (10 days Professional Experience completed).</p> <p>Self-Reflection</p> <p>Students will complete a <i>Student Daily Self-Reflection</i> template daily. This must demonstrate links between personal experiences, analysis and professional development.</p>
<p>Week 2 of the block Professional Experience Days 11 – 15</p> <ul style="list-style-type: none"> <input type="checkbox"/> Situational Analysis continues <input type="checkbox"/> Observations with interpretation (5) on Focus child <input type="checkbox"/> Additional observations with interpretation (5) <input type="checkbox"/> Develop planning ideas (2) <input type="checkbox"/> Implementation of plan (1) <input type="checkbox"/> Child Portfolio continues <input type="checkbox"/> PEX Portfolio continues <input type="checkbox"/> Professional discussions <input type="checkbox"/> Quality interactions with children and 	<p>Observations</p> <p>An additional five formal observations with reflection and interpretation must be completed on the focus child during days 11-15 of the Professional Experience. A variety of observation styles are to be utilised, as discussed throughout the Professional Experience subject. These are to be discussed with the Supervising Early Childhood Teacher, and possibilities for planning will be considered and discussed with the Supervising Early Childhood Teacher.</p> <p>Professional discussions with the Supervising Early Childhood Teacher about observations, jottings and possibilities for planning will occur. Links between the observations, reflections, analysis and interpretation must be evident.</p> <p>These professional discussions will highlight the critical importance of detailed observations, further develop observation skills, as well as the ability to reflect on children’s learning and opportunities for this learning to occur.</p> <p>Child Portfolio</p> <p>Additional to the required five observations per week, the student will continue to document children’s learning. Remember, documenting children’s learning is not just about collecting samples of work or observations, but also interpreting documentation, using a range of theories and information about children’s learning, as well as knowledge of the EYLF (Arthur, et al. 2015)</p> <p>The student will continue to develop and establish positive relationships, not just with the focus child and his/her family, but with all children and families within the centre.</p> <p>Documentation included in the portfolio demonstrates knowledge and understanding of the child. In addition to these, observation through documentation such as photos and work samples are to be collected to contribute to the Child’s Portfolio.</p> <p>An Interest Web is to be completed on the focus child which will stimulate ideas for future planning.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility and engagement must be displayed each week.</p>



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Daily Feedback

Daily Self
Reflections



	<p>The student will continue to engage in meaningful interactions with all children during days 11-15. These interactions may be with one or two children, or a small group during the entire daily routine and will include a variety of play and leisure activities. These interactions will be the source of many observations.</p> <p>An additional five observations are recorded during the week on other individual children, or small groups of children which will lead to planning possibilities.</p> <p>Links between the observations and possibilities for planning are required to demonstrate analysis and interpretation. The student will record and discuss at least two (2) planning ideas with the Supervising Teacher, and should implement and evaluate one of these ideas.</p> <p>It is expected that the student would be demonstrating a growing confidence in their ability to make relevant and accurate observations using initiative and developing skills.</p> <p>Students will keep copies of all documentation.</p> <p>Feedback Sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> template is to be completed by the Supervising Early Childhood Teacher daily; this feedback can be written or verbal.</p> <p>Regular professional discussion is to occur between the Supervising Early Childhood Teacher and the student.</p> <p>Daily feedback may be streamlined to include a reduced number of sections of the feedback template, jottings of feedback discussions, or another feedback process agreed upon by both the student and the Supervising Early Childhood Teacher.</p> <p>Self-Reflection</p> <p>Students will continue with daily Self-Reflection. Students are to refer to reference material accessed via the Moodle site for this subject regarding Reflective Writing. This must demonstrate links between personal experiences, analysis and professional development.</p>
<p>Week 3 / final week of the block Professional Experience Days 16 – 20</p> <ul style="list-style-type: none"> <input type="checkbox"/> Situational Analysis continues <input type="checkbox"/> Observations with interpretation (5) on Focus child <input type="checkbox"/> Additional observations with interpretation (5) <input type="checkbox"/> Develop planning ideas (2) <input type="checkbox"/> Implementation of plans (2) <input type="checkbox"/> Child Portfolio continues <input type="checkbox"/> PEX Portfolio continues <input type="checkbox"/> Professional discussions <input type="checkbox"/> Quality interactions with children and 	<p>Observations</p> <p>At least five more formal observations with reflection and interpretation must be completed on the focus child in days 16-20 of the Professional Experience. By the end of the Professional Experience, the student must have completed at least 20 observations of their focus child.</p> <p>A variety of observation styles are to be utilised, as discussed throughout the Professional Experience subject. These are to be discussed with the Supervising Early Childhood Teacher, and possibilities for planning will be considered and discussed with the Supervising Early Childhood Teacher.</p> <p>These professional discussions will highlight the critical importance of detailed observations, further develop observation skills, as well as the ability to reflect on children’s learning and opportunities for this learning to occur.</p> <p>Child Portfolio</p> <p>Additional to the required five observations per week, the student will be thinking about how all the information they have collected on the child has helped them to develop a really strong understanding of the child, both from a developmental, and more holistic perspective.</p> <p>The student will continue to maintain a positive relationship with all children and families in the centre.</p> <p>Documentation included in the portfolio demonstrates knowledge and understanding of the child.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility and engagement must be displayed each week.</p> <p>The student will continue to engage in authentic and meaningful interactions with all children during days 16-20 . These interactions may be with one or two children, or a small group during the entire daily routine and will include a variety of play and leisure activities.</p> <p>An additional five observations are recorded during this week across all aspects of the daily routine and involve individual and small groups of children across a range of times during the day, including routines and transitions.</p>



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- Daily Feedback
- Daily Self Reflections
- Final Report due



Links between the observations, jottings and possibilities for planning are required to demonstrate analysis and interpretation.

It is expected that the student would be demonstrating a growing confidence in their ability to make relevant and accurate observations using initiative and developing skills. During this final week, the student will record and discuss at least two (2) planning ideas with their Supervising Teacher, and should implement and evaluate both of these ideas.

Students will keep copies of all documentation.

Feedback Sheets

It is expected that a feedback relationship has developed between the student and the Supervising Early Childhood Teacher and therefore it may not be necessary to complete all the daily feedback templates required from the student and the Supervising Early Childhood Teacher.

Daily feedback may be streamlined to include a reduced number of sections of the feedback template, jottings of feedback discussions, or another feedback process agreed upon by both the student and the Supervising Early Childhood Teacher.

The Final Report is to be completed online in Sonia by the Supervising Early Childhood Teacher on the last day of Professional Experience (20 days Professional Experience completed).

Self-Reflection

Students will continue with daily Self-Reflection. Students are to refer to reference material accessed via the Moodle site for this subject regarding Reflective Writing. This must demonstrate links between personal experiences, analysis and professional development.



Professional Experience 2 – PEX 2

Curriculum

Professional Experience Dates	<p>One Individual Day per week for 5 weeks during Autumn session 2024, followed by a three-week block.</p> <p>*See PEX Planner for specific dates</p> <p>Placement is in an Early Childhood Education and Care Centre (preschool or long day care) with children aged between 2 and 5 years.</p>
Required Number of Days	20 days
Subject Number	EYPD201
Reporting Requirements	<p>Completion of (10 days) 2 weeks: <i>Progress Report</i> - An electronic copy of this template is to be formally submitted in Sonia.</p> <p><input type="checkbox"/> Progress Report</p> <p><input type="checkbox"/> Final Report</p> <p>Completion of (20 days) 4 weeks: <i>Final Report</i> - An electronic copy of this template is to be formally submitted in Sonia.</p>
Focus	<p>The focus of this placement is upon curriculum and programming.</p> <p>Observing and implementing a curriculum to provide rich learning environments for individuals and groups of children will be the focus of this Professional Experience.</p>
Preparation	<p>The student will make contact with the Supervising Early Childhood Teacher once placement has been confirmed by the PEX Unit to arrange a suitable time for a preliminary visit and meeting which will occur prior to the commencement of Professional Experience – days 1-5.</p> <p>During this meeting, a brief introduction to the service and Professional Experience will occur, including discussing shared expectations, arranging shift times and highlighting the professional responsibilities of the student in the service. <u>Students are responsible for checking their Supervising Teacher is a university-trained ECT who has completed their Bachelor degree.</u></p> <p>It is expected that during this preparation, Students will collect information and begin creating a Situational Analysis of their ECE. This information is valuable for students to gain a detailed understanding of their ECE setting, including curriculum and programming styles prior to commencement of Professional Experience.</p> <p>2 x Focus Children – The Service Director, Supervising Early Childhood Teacher and the student agree on the identification of two Focus Children. The Focus Children must attend at least three days per week. The student will leave information and permission forms to be delivered to the children’s parent/s, so these can be discussed as soon as day 1 of the Professional Experience days 1-5 commence and observations can begin as soon as possible.</p> <p><u>Each student will develop an electronic portfolio where all PEX tasks will be available for both the Supervising Early Childhood Teacher and the University Advisor. Please ensure your ST and UA have access to this portfolio.</u></p>
Responsibility of the Supervising Early Childhood Teacher	<p>The Supervising Early Childhood Teacher, (as well as educators in the ECE) will support and guide the student in all aspects of Professional Experience. <u>The Supervising Early Childhood Teacher is a fully qualified Early Childhood trained Teacher</u> who will act as a professional rolemodel for the student and assist the student to develop confidence and extend their knowledge and skills.</p> <p>Formal written feedback will be completed by the Supervising Early Childhood Teacher daily using the template provided, discussed and signed off by the student. Additional time is to be scheduled on a regular basis for professional discussion on the student’s development as an Early Childhood Teacher.</p> <ul style="list-style-type: none"> • A Supervising Teacher Daily Feedback on Performance template (written or verbal) is to be completed daily • A Progress Report is to be completed at the end of Week 2 (10 days) via Sonia. • A Final Report is to be completed in Week 4 – see Reporting Requirements. <p>Refer to: <i>Australian Professional Standards for Teachers</i></p>
Outcomes	<p>Professional Knowledge</p> <p>Standard 1: Know children and how they learn.</p> <p>Standard 2: Know the content and how to teach it.</p>



	<p>Professional Practice</p> <p>Standard 3: Plan for and implement effective teaching and learning.</p> <p>Standard 4: Create and maintain supportive and safe learning environments.</p> <p>Standard 5: Assess, provide feedback and report on children’s learning.</p> <p>Professional Engagement</p> <p>Standard 6: Engage in professional learning,</p> <p>Standard 7: Engage professionally with colleagues, parents/carers and the community.</p>
<p>Performance Requirements of the Student</p>	<p>Situational Analysis</p> <p>A Situational Analysis of the service is to be compiled which will allow the student to get to know the centre. Information about the local community and families, the setting, program foundations and style, relevant policies and procedures, centre routines and planning expectations for their intentional teaching and the children is included.</p> <p>A Situational Analysis is to be developed by the student prior to the commencement of the block weeks and submitted as an assessment task for the subject EYPD201.</p> <p>The Situational Analysis must continue to be developed throughout the duration of the Professional Experience in consultation with the Supervising Early Childhood Teacher.</p> <p>Refer to: ‘Situational Analysis Expectations’ located in Moodle and Arthur, Beecher, Death, Dockett & Farmer, 2015, Chapter 6, pp 179-204.</p> <p>Child Portfolios</p> <p>A collection of information and documentation that demonstrates each focus child’s learning and development is to be prepared by the student over the duration of the Professional Experience. It will include spontaneous as well as some intentional teaching experiences providing detailed and insightful knowledge of the child.</p> <p>The Child Portfolio is to reflect the level of Professional Experience the student is undertaking, be professionally presented, and include a variety of documentation styles.</p> <p>It is to be developed in collaboration and consultation with the Supervising Early Childhood Teacher.</p> <p>PEX Portfolio</p> <p>Students are expected to keep copies of all observations, analysis and assessment, plus reflections and prepared experience plans. These are to be used for later reflection and preparation for subsequent Professional Experiences.</p> <p>Self-Reflections</p> <p>Students must complete the <i>Student Daily Self-Reflection</i> template daily and it is to be signed off by the student and the Supervising Early Childhood Teacher. This must demonstrate links between personal experiences, analysis and professional development.</p> <p>Students must also view, discuss and sign the <i>Supervising Teacher Daily Feedback on Performance</i> completed by the Supervising Early Childhood Teacher.</p> <p>The student must meet all weekly requirements, as specified throughout the following document.</p>
<p>University Advisor</p>	<p>A University Advisor will be allocated to each service. Liaison will be by phone, email and/or service visit. The University Advisor will establish good communication between the Service Director, Supervising Early Childhood Teacher and the Early Years student so as to understand and support the student’s development.</p>
<p>Days 1- 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations discussed <input type="checkbox"/> Times to meet scheduled <input type="checkbox"/> Situational Analysis continues <input type="checkbox"/> PEX Portfolio <input type="checkbox"/> Focus Children (2) <input type="checkbox"/> Permission to 	<p>Introduction</p> <p>It is expected that during days 1-5, the Supervising Early Childhood Teacher and student will clarify their respective expectations of the Professional Experience.</p> <p>A weekly meeting time is to be established for the Supervising Early Childhood Teacher to meet with the student throughout the placement.</p> <p>Situational Analysis</p> <p>By the end of days 1-5, a detailed Situational Analysis of the ECE is to be completed and accessible in the Student’s PEX Portfolio. This will be submitted as an assessment task for EYPD201. This Situational Analysis will continue to be developed throughout Professional Experience.</p> <p>A copy is to be reviewed by the Supervising Early Childhood Teacher at the start of the block placement.</p>



<p>Observe</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observations with interpretation (5 for each focus child) <input type="checkbox"/> Additional observations with interpretation (5) <input type="checkbox"/> Experiences planned & facilitated (6) <input type="checkbox"/> Child Portfolios (2) <input type="checkbox"/> Professional discussions <input type="checkbox"/> Quality interactions with children, educators & families <input type="checkbox"/> Daily Feedback <input type="checkbox"/> Daily Self Reflections 	
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Observations

Students will have selected 2 focus children with guidance and approval from the Supervising Early Childhood Teacher during the preparation meeting prior to commencing days 1-5. The children must attend at least three days per week.

Parent Permission/Consent forms or a 'permission to observe form' must be completed, and parents will be encouraged to contribute information about their child to assist the student's understanding. Students are required to take responsibility for this contact, in consultation with their Supervising Early Childhood Teacher.

From day 1 students will begin the initial five required observations on their focus children and collect information for the Child Portfolios. At least five formal observations, with assessment, analysis and interpretation, must be completed by the end of the 5 days for both focus children.

An additional 5 observations are to be included each week and may focus on a variety of aspects of the routine, groups times and/or children other than the focus child (without identification).

A variety of observation styles are to be utilised. From these, possibilities for planning will be considered and discussed with the Supervising Early Childhood Teacher.

Professional discussions between the Supervising Early Childhood Teacher and the student will focus on observations recorded, reflections on children's learning, meaningful assessment and possibilities for planning. The student will demonstrate an understanding of observations as fundamental for identifying and planning for children's learning.

Child Portfolios

Additional to the five observations per week per focus child, students will collect background information regarding the children and their context, including information relating to the children's family and community. A discussion with their Supervising Early Childhood Teacher will occur to gain information about the children, and arrangements made to approach the children's parents. During days 1-5 students will work to establish positive relationships with the Focus Children and their families.

Documentation included in the Child Portfolio demonstrates knowledge and understanding of the child.

Teaching Expectations

The student will engage in meaningful interactions and begin teaching during days 1-5. These interactions may be with one or two children, or a small group during the entire daily routine and will include a variety of play and leisure activities. These interactions will be the source of many observations.

All observations recorded during days 1-5 may inform and lead to planning possibilities. Planned experiences and intentional teaching opportunities will be developed from these observations as a result of the professional reflection discussions between the student and their Supervising Early Childhood Teacher.

Experience plans are to be prepared from three of these possibilities, for a variety of play and leisure experiences; however, this will be at the discretion of the Supervising Early Childhood Teacher.

Links between the observations, jottings and planning are to demonstrate analysis and interpretation.

All plans developed must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones.

While it is understood that services write/prepare intentional teaching experiences in a variety of ways, it is necessary that students learn and practice writing preparation plans.

Students are required to use a variety of formats including those accessed in class or from other reference material.

Experience plans must always be discussed with the Supervising Early Childhood Teacher before presenting to the children. These plans must be presented in written form to the Supervising Early Childhood Teacher; discussed, suggestions can be made and plans modified prior to implementation. Students must keep copies of all experiences.

Commencing no later than Individual Day 3 at least two intentional teaching experiences are to be facilitated each day for the two Focus Children.

Feedback Sheets

A *Supervising Teacher Daily Feedback on Performance* Template is to be completed by the Supervising Early Childhood Teacher daily. This feedback can be written or verbal.

Regular professional discussion is to occur between the Supervising Early Childhood Teacher and the student.



	<p>Self-Reflection</p> <p>Students will complete a <i>Student Daily Self-Reflection</i> Template daily. This must demonstrate links between personal experiences, analysis and professional development.</p>
<p>Week 1 of the block Professional Experience Days 6 – 10</p> <ul style="list-style-type: none"> <input type="checkbox"/> Times to meet scheduled <input type="checkbox"/> Situational Analysis continues <input type="checkbox"/> PEX Portfolio continues <input type="checkbox"/> Focus Children (2) <input type="checkbox"/> Observations with interpretation (5 for each focus child) <input type="checkbox"/> Additional observations with interpretation (5) <input type="checkbox"/> Experiences planned & facilitated (10) <input type="checkbox"/> Child Portfolios (2) continue <input type="checkbox"/> Professional discussions <input type="checkbox"/> Quality interactions with children, educators & families <input type="checkbox"/> Daily Feedback <input type="checkbox"/> Daily Self Reflections <input type="checkbox"/> Progress Report due 	<p>Observations</p> <p>At least five formal observations, with assessment, analysis and interpretation must be completed on both the Focus Children during days 6-10. A variety of observation styles and formats are to be utilised.</p> <p>An additional 5 observations are to be included each week and may focus on a variety of aspects of the routine, groups times and/or children other than the focus child (without identification).</p> <p>A variety of observation styles and formats are to be utilised including documentation such as photos and work samples, and interest webs. These are to be discussed with the Supervising Early Childhood Teacher, and possibilities for planning developed.</p> <p>Child Portfolios</p> <p>Additional to the required five observations per week per child, including analysis and interpretation, the student will continue to collect work samples, photos and other documentation for each child’s Portfolio that demonstrates their learning.</p> <p>During Week 1 of block Professional Experience students will continue work to establish a positive relationship with the child and their family.</p> <p>Documentation included in the Child Portfolio demonstrates knowledge and understanding of the child.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility and engagement will be displayed each week.</p> <p>Students will collaborate with the Supervising Early Childhood Teacher and educators to compile the curriculum elements and program for the four-week block period.</p> <p>This may occur through informal discussions, weekly meetings with Supervising Early Childhood Teacher and/or room meetings.</p> <p>It is expected the student will be demonstrating growing confidence in his/her ability and using more initiative in the planning process.</p> <p>Students are required to facilitate at least two intentional teaching experiences each day. These must reflect all opportunities for learning that are available throughout the day in the ECE centre.</p> <p>Written experience plans are required for both and must be discussed with the Supervising Early Childhood Teacher.</p> <p>Students are to be increasingly responsible for transitions between experiences and routines.</p> <p>Feedback Sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> template is to be completed by the Supervising Early Childhood Teacher daily. This feedback can be written or verbal.</p> <p>Regular professional discussion is to occur and both the Supervising Early Childhood Teacher and the student sign the sheets.</p> <p><i>Progress Report</i> is completed online in Sonia by the Supervising Early Childhood Teacher at the end of this week (10 days Professional Experience completed).</p> <p>*This is signed off by the student online in Sonia as the Professional Experience progress report.</p> <p>Self-Reflection</p> <p>Students will complete a <i>Student Daily Self-Reflection</i> template daily. This must demonstrate links between personal experiences, analysis and professional development.</p>
<p>Week 2 of the block Professional Experience Days 11 – 15</p> <ul style="list-style-type: none"> <input type="checkbox"/> Times to meet scheduled <input type="checkbox"/> Situational Analysis continues <input type="checkbox"/> PEX Portfolio 	<p>Observations</p> <p>Five formal observations with analysis must be completed on both focus children during days 11-15.</p> <p>An additional 5 observations are to be included each week and may focus on a variety of aspects of the routine, groups times and/or children other than the focus child (without identification).</p> <p>A variety of observation styles and formats are to be utilised including documentation such as photos and work samples, and interest webs. These are to be discussed with the Supervising Early Childhood Teacher, and possibilities for planning developed.</p>



<p>continues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus Children (2) <input type="checkbox"/> Observations with interpretation (5 for each focus child) <input type="checkbox"/> Additional observations with interpretation (5) <input type="checkbox"/> Experiences planned & facilitated (15) <input type="checkbox"/> Child Portfolios (2) <input type="checkbox"/> Professional discussions <input type="checkbox"/> Quality interactions with children, educators & families <input type="checkbox"/> Daily Feedback <input type="checkbox"/> Daily Self Reflections 	
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	<p>Child Portfolios</p> <p>Continue to collect work samples, photos and other documentation for each child’s Portfolio that demonstrates their learning. Include documentation on possibilities for future planning e.g. Interest Webs.</p> <p>The student will continue to develop and establish a positive relationship with the child and their family.</p> <p>Documentation included in the portfolio demonstrates knowledge and understanding of the child.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility is to be displayed each week.</p> <p>Students will continue to collaborate with the Supervising Early Childhood Teacher and educators to compile the curriculum elements and program for the next week.</p> <p>This may occur through informal discussions, weekly meetings with Supervising Early Childhood Teacher and/or room meetings.</p> <p>It would be expected that the student would be demonstrating growing confidence in his/her ability and using more initiative in the planning process.</p> <p>The student will record planning, experiences and reflections using the centre’s programming formats.</p> <p>Students are required to facilitate at least 3 experiences each day. These must reflect all opportunities for learning that are available throughout the day in the ECE centre.</p> <p>Written experience plans are required and must be discussed with the Supervising Early Childhood Teacher.</p> <p>Students will be responsible for transitions between experiences and routines throughout the day.</p> <p>Students are required to contribute to centre reflections and daily communication for families.</p> <p>A display or presentation of the children’s work and learning is to be prepared and available for families to see. Evidence of this (photos, copies, etc.) must be available in your Teaching Journal as well as in the Child Portfolios.</p> <p>Feedback Sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> Template is to be completed by the Supervising Early Childhood Teacher daily, this feedback can be written or verbal.</p> <p>Regular professional discussion is to occur between the Supervising Early Childhood Teacher and the student.</p> <p>.</p> <p>Daily feedback may be streamlined to include a reduced number of sections of the feedback template, jottings of feedback discussions, or another feedback process agreed upon by both the student and the Supervising Early Childhood Teacher.</p> <p>Self-Reflection</p> <p>Students will continue with daily self-reflection however this may not include using the formal template. These must demonstrate links between personal experiences, analysis and professional development. Students are to refer to reference material accessed via the Moodle site for this subject regarding Reflective Writing.</p>
<p>Week 3 of the block Professional Experience Days 16 – 20</p> <ul style="list-style-type: none"> <input type="checkbox"/> Times to meet scheduled <input type="checkbox"/> Situational Analysis continues <input type="checkbox"/> PEX Portfolio continues 	<p>Observations</p> <p>Five formal observations with analysis must be completed on both focus children during days 16-20.</p> <p>An additional 5 observations are to be included each week and may focus on a variety of aspects of the routine, groups times and/or children other than the focus child (without identification).</p> <p>A variety of observation styles and formats are to be utilised including documentation such as photos and work samples, and interest webs. These are to be discussed with the Supervising Early Childhood Teacher, and possibilities for planning developed.</p>



<ul style="list-style-type: none"> <input type="checkbox"/> Focus Children (2) <input type="checkbox"/> Observations with interpretation (5 for each focus child) <input type="checkbox"/> Additional observations with interpretation (5) <input type="checkbox"/> Experiences planned & facilitated (15) <input type="checkbox"/> Child Portfolios (2) <input type="checkbox"/> Professional discussions <input type="checkbox"/> Quality interactions with children, educators & families <input type="checkbox"/> Daily Feedback <input type="checkbox"/> Daily Self Reflections <input type="checkbox"/> Final Report due 	
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Child Portfolio

Additional to the required five observations per week, the student will continue to collect information about this child and their context, including information relating to their family and community.

The student will continue to develop and establish a positive relationship with the child and their family.

Documentation included in the Portfolio demonstrates knowledge and understanding of the child.

With permission and consultation with the Supervising Early Childhood Teacher, a copy of the Child Portfolio may be offered to the family of each focus child.

Teaching Expectations

A pattern of increasing responsibility is to be displayed each week.

Students will continue to collaborate with the Supervising Early Childhood Teacher and educators to compile the curriculum elements and program for the next week.

This may occur through informal discussions, weekly meetings with Supervising Early Childhood Teacher and/or room meetings.

It would be expected that the student would be demonstrating growing confidence in his/her ability and using more initiative in the planning process.

The student will record planning, experiences and reflections using the centre's programming formats.

Students are required to facilitate at least 3 experiences each day.

Written experience plans are required and must be discussed with the Supervising Early Childhood Teacher.

Students will be responsible for transitions between experiences and routines throughout the day.

Students are required to contribute to centre reflections and daily communication for families.

A display or presentation of the children's work and learning is to be prepared and available for families to see. Evidence of this (photos, copies, etc.) must be available in your Teaching Journal as well as in the Child Portfolios.

Feedback sheets

It is expected that by Week 4 a feedback relationship has developed between the student and the Supervising Early Childhood Teacher and therefore it may not be necessary to complete all the daily feedback templates required from the student and the Supervising Early Childhood Teacher.

Daily feedback may be streamlined to include a reduced number of sections of the feedback templates, jottings of feedback discussions, or another feedback process agreed upon by both the student and the Supervising Early Childhood Teacher.

The Final Report is to be completed online in Sonia by the Supervising Early Childhood Teacher on the last day of Professional Experience (20 days Professional Experience completed).

Self-Reflection

Students will continue with daily Self-Reflection, however this may not include using the formal template. These must demonstrate links between personal experiences, analysis and professional development. Students are to refer to reference material accessed via the Moodle site for this subject regarding Reflective Writing.



Professional Experience 3a – PEX 3a

Family and Community Early Intervention

Professional Experience Dates	<p>One Individual Day per week for 8 weeks during Autumn session 2024</p> <p>*See PEX Planner for specific dates</p> <p>Early Years students will complete this Professional Experience in a Family and Community Service.</p>
Required Number of Days	8 Individual Days, schedule of these days is to be negotiated with the service
Subject Number	EYFE301
Reporting Requirements <input type="checkbox"/> Final Report	<i>Bachelor of Education – The Early Years: Final Report – Family and Community PEX – An electronic copy of this template is to be formally submitted via Sonia.</i>
Focus	<p>The focus of this placement provides students with an understanding of the range of services and programs within the Family and Community Service sector. These services aim to advance the opportunities of young children and their families by providing specialised programs, additional support and working in partnership with early childhood education and care centres.</p> <p>Students will need to be completely immersed in the service, actively engaged in all aspects of service delivery and participate in a range of tasks complementing the service programs/operations.</p> <p>Student participation and involvement in specific tasks will be determined and agreed upon by both the student and Professional Experience Placement Supervisor.</p> <p>All students will complete daily reflections.</p> <p>It is expected the student and their Professional Experience Placement Supervisor will engage in daily professional discussions.</p> <p>A detailed Situational Analysis is to be prepared by Week 4 of Professional Experience (day 4 of attendance) and will form an integral part of your presentation assessment task.</p> <p>Students are expected to keep copies of all reflections and discussion notes/jottings (this may be in day book form) for later reflection and preparation for subsequent Professional Experience.</p>
Preparation <input type="checkbox"/> Contact service <input type="checkbox"/> Introduction & expectations <input type="checkbox"/> Supervisor nominated <input type="checkbox"/> Begin Situational Analysis <input type="checkbox"/> Begin PEX Portfolio <input type="checkbox"/> Introduction letter for foyer	<p>The student will make contact with the Professional Experience Placement Supervisor once placement has been confirmed by the PEX Unit to arrange a suitable time for a preliminary visit and meeting which will occur before Professional Experience commences.</p> <p>During this visit and meeting, a brief introduction to the service and Professional Experience will occur, including discussing shared expectations, arranging shift times and highlighting the professional responsibilities of the student in the service.</p> <p><u>Each student will develop an electronic portfolio where all PEX tasks will be available for both the Supervisor and the University Advisor. Please ensure your Supervisor and UA have access to this portfolio.</u></p>
Responsibility of the Placement Supervisor <input type="checkbox"/> Daily Feedback <input type="checkbox"/> Professional discussions <input type="checkbox"/> Final Report	<p>The Professional Experience Placement Supervisor will support and guide the student in all aspects of Professional Experience. The Professional Experience Placement Supervisor will be a professional role model for the student and assist the student to develop confidence and extend their knowledge and skills.</p> <p>Feedback will occur daily, and time will be scheduled on a regular basis for professional discussion on the student’s development as an Early Childhood Teacher in the broader child and family service context.</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> template is to be completed daily. This feedback can be written or verbal and is to be discussed with the student.</p> <p>Note – Feedback is not limited to the examples provided, these are only a guide.</p> <p>* A Final Report is to be completed at the conclusion of the Professional Experience – refer to Reporting Requirements</p>



Outcomes	<p>Professional Knowledge</p> <p>Standard 1: Know children and how they learn.</p> <p>Standard 2: Know the content and how to teach it.</p> <p>Professional Practice</p> <p>Standard 3: Plan for and implement effective teaching and learning.</p>
	<p>Standard 4: Create and maintain supportive and safe learning environments.</p> <p>Standard 5: Assess, provide feedback and report on children’s learning.</p> <p>Professional Engagement</p> <p>Standard 6: Engage in professional learning,</p> <p>Standard 7: Engage professionally with colleagues, parents/carers and the community.</p>
Performance Requirements of the Student	<p>Situational Analysis</p> <p>A Situational Analysis of the service/program is to be compiled which will allow the student to get to know the service/program. Information about the local community and families, the setting, programs offered to children and families, relevant policies and procedures, routines, plus operational/management structure and funding sources</p> <p>A Situational Analysis is to be developed by the student in consultation with the Professional Experience Supervisor and will be submitted as a component of an assessment task for the subject EYFE301.</p> <p>The Situational Analysis must continue to be developed throughout the duration of the Professional Experience in consultation with the Professional Experience Placement Supervisor.</p> <p>Refer to: <i>‘Situational Analysis Expectations’</i> located in e-learning, and Arthur, Beecher, Death, Dockett & Farmer, 2015, Chapter 6, pp 179-204.</p>
Professional Experience Program	<p>A Professional Experience program is to be developed by the student and the Professional Experience Placement Supervisor detailing attendance days, student involvement and responsibilities for the 8 Individual Days.</p> <p>Self-Reflections</p> <p>Students must complete the <i>Student Daily Self-Reflection</i> template daily and it is to be signed off by the student and the Professional Experience Placement Supervisor.</p> <p>* Weekly reflections demonstrate thoughtful and considered reflections of the service and the student’s role during placement and as a result of the professional discussions held with the Professional Experience Placement Supervisor. These must demonstrate links between personal experiences, analysis and professional development.</p>
University Advisor	<p>The EYFE301 Subject Coordinator or the PEX Coordinator will be allocated to each service. Liaison will be by phone and email or service visit if required. The University Advisor will establish good communication between the Professional Experience Placement Supervisor and the Early Years student so as to understand and support the student’s development.</p>



Professional Experience 3b – PEX 3b

Interactions with Children: Birth – 2 Years

Professional Experience Dates	<p>PEX 3b – One Individual Day per week for 5 weeks during Spring session 2024, followed by a three-week block.</p> <p>*See PEX Planner for specific dates</p> <p>Early Years students will complete this Professional Experience in an Early Childhood Education and Care Centre (ECE) for four weeks with children aged between birth and 2 years.</p>
Required Number of Days	20 days
Subject Number	EYLL302 (PEX 3b)
Reporting Requirements	<p>Completion of 2 weeks (10 days) End of Week two: <i>Progress Report</i> – An electronic copy of this template is to be formally submitted in Sonia.</p> <p>Completion of 4 weeks (20 days) End of Week four: <i>Final Report</i> - An electronic copy of this template is to be formally submitted in Sonia.</p>
Focus	<p>The focus of this placement is child interactions from birth to two years of age (i.e. Up to 24 months of age).</p> <p>Observing, facilitating and engaging in meaningful interactions to provide rich and stimulating learning environments for individuals and groups of children will be the focus of this Professional Experience.</p>
Preparation	<p>The student will make contact with the Supervising Early Childhood Teacher once placement has been confirmed by the PEX Unit to arrange a suitable time for a preliminary visit and meeting. To complete subject course requirements this is to occur with consideration of the subject assessment expectations that require contact with the Professional Experience centre to be established.</p> <p>During this visit and meeting, a brief introduction to the service and Professional Experience will occur, including discussing shared expectations, arranging shift times and highlighting the professional responsibilities of the student in the service. <u>Students are responsible for checking their Supervising Teacher is a university-trained ECT who has completed their Bachelor degree.</u></p> <p>It is expected that during this preparation and throughout days 1-5 students will collect information and begin creating a Situational Analysis of their ECE. This information is valuable for students to gain a detailed understanding of their ECE setting, including curriculum and programming styles prior to commencement of Professional Experience as well as for the completion of subject assessment work.</p> <p>3 x Focus Children – The Service Director, Supervising Early Childhood Teacher and the student agree on the identification of 3 Focus Children. Focus children must attend at least three days per week. The student leaves information and ‘Permission to Observe’ forms to be delivered to the children’s parent/s, so these can be discussed day 1 of the Professional Experience program.</p> <p><u>Each student will develop an electronic PEX Portfolio where all PEX tasks will be available for both the Supervising Early Childhood Teacher and the University Advisor. Please ensure your ST and UA have access to this portfolio.</u></p>
Responsibility of the Supervising Early Childhood Teacher	<p>The Supervising Early Childhood Teacher, (as well as educators in the ECE) will support and guide the Student in all aspects of Professional Experience. <u>The Supervising Teacher is a degree qualified Early Childhood Teacher</u> who will act as a professional role model for the student and assist the student to develop confidence and extend their knowledge and skills.</p> <p>Daily feedback, written or verbal, based on the <i>Supervising Teacher Daily Feedback on Performance</i> template will be provided by the Supervising Early Childhood Teacher to the student. Additional time is to be scheduled on a regular basis for professional discussion on the student's development as an Early Childhood Teacher.</p> <ul style="list-style-type: none"> • A Supervising Teacher Daily Feedback on Performance template (written or verbal) is to be completed daily. • A Progress Report completed at the end of Week 2 (10 days) via Sonia • A Final Report is to be completed in Week 4 - see Reporting Requirements <p>Refer to: <i>Australian Professional Standards for Teachers.</i></p>
Outcomes	<p>Professional Knowledge</p> <p>Standard 1: Know children and how they learn.</p>



	<p>Standard 2: Know the content and how to teach it.</p> <p>Professional Practice</p> <p>Standard 3: Plan for and implement effective teaching and learning.</p> <p>Standard 4: Create and maintain supportive and safe learning environments.</p> <p>Standard 5: Assess, provide feedback and report on children’s learning.</p> <p>Professional Engagement</p> <p>Standard 6: Engage in professional learning,</p> <p>Standard 7: Engage professionally with colleagues, parents/carers and the community.</p>
Performance Requirements of the Student	<p>Situational Analysis</p> <p>A Situational Analysis of the service is to be compiled which will allow the student to get to know the centre. Information about the local community and families, the setting, program foundations and style, relevant policies and procedures, centre routines and planning expectations for their intentional teaching and the children is to be included.</p> <p>A Situational Analysis is to be completed by the student prior to the commencement of the Professional Experience, and submitted as part of an assessment task for EYLL302. The Situational Analysis must continue to be developed throughout the duration of the Professional Experience in consultation with the Supervising Early Childhood Teacher.</p> <p>Refer to: '<i>Situational Analysis Expectations</i>' located in Moodle and Arthur, Beecher, Death, Dockett & Farmer, 2015, Chapter 6, pp 179-204</p> <p>Child Portfolios</p> <p>A collection of information and documentation that demonstrates each focus child's learning and development is to be prepared by the student over the duration of the Professional Experience. It will include spontaneous as well as intentional teaching experiences providing detailed and insightful knowledge of the children.</p> <p>The Child Portfolio is to reflect the level of Professional Experience the student is undertaking, be professionally presented, and include a variety of documentation styles.</p> <p>It is to be developed in collaboration and consultation with the Supervising Early Childhood Teacher.</p> <p>PEX Portfolio</p> <p>Students are expected to keep copies of all observations, analysis and assessment, plus reflections and prepared experience plans. These are to be used for later reflection and preparation for subsequent Professional Experience.</p> <p>Self-Reflections</p> <p>Students must complete the <i>Student Daily Self-Reflection</i> template daily and it is to be signed off by the student and the Supervising Early Childhood Teacher. These must demonstrate links between personal experiences, analysis and professional development.</p> <p>Students must also view, discuss and sign the <i>Supervising Teacher Daily Feedback on Performance</i> completed by the Supervising Early Childhood Teacher.</p> <p>The student must meet all weekly requirements, as specified throughout the following document.</p>
University Advisor	<p>A University Advisor will be allocated to each service. Liaison will be by phone, email and/or service visit. The University Advisor will establish good communication between the Service Director, Supervising Early Childhood Teacher and the Early Years student so as to understand and support the student’s development.</p>
<p>Week 1 of the block Professional Experience</p> <p>Days 1-5</p> <p><input type="checkbox"/> Expectations discussed</p> <p><input type="checkbox"/> Times to meet scheduled</p>	<p>It is expected that during days 1-5, the Supervising Early Childhood Teacher and student will clarify their respective expectations of the Professional Experience.</p> <p>A weekly meeting time is to be established to meet throughout the placement.</p> <p>Throughout this Professional Experience, students will focus on the Early Years Learning Framework, and demonstrate a clear understanding through the application of key elements. Students will demonstrate a thorough understanding of child development and evidence based practice providing examples of quality practice in education and care for young children.</p>



<ul style="list-style-type: none"> <input type="checkbox"/> Situational Analysis <input type="checkbox"/> PEX Portfolio <input type="checkbox"/> Focus Children (3) <input type="checkbox"/> Permission to Observe <input type="checkbox"/> Observations with interpretation (5 for each focus child) <input type="checkbox"/> Additional observations with interpretation (5) <input type="checkbox"/> Experiences planned & facilitated (6) <input type="checkbox"/> Child Portfolios (3) <input type="checkbox"/> Professional discussions <input type="checkbox"/> Quality interactions with children, educators & families <input type="checkbox"/> Daily Feedback <input type="checkbox"/> Daily Self Reflections 	
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Situational Analysis

A detailed Situational Analysis of the ECE is to be developed, and accessible in the student's Teaching Portfolio. This will be submitted as an assessment task for EYLL302. This Situational Analysis will continue to be developed throughout Professional Experience.

A copy is to be reviewed by the Supervising Early Childhood Teacher at the end of days 1-5.

Observations

Students will have selected 3 focus children with guidance and approval from the Supervising Early Childhood Teacher during the preparation meetings and visits to the service prior to commencing Professional Experience days 1-5. The children must attend at least three days per week.

Parent Permission/Consent forms or a 'permission to observe' form must be completed, and parents will be encouraged to contribute information about their child to assist the student's understanding. Students are required to take responsibility for this contact, in consultation with their Supervising Early Childhood Teacher.

From day 1 students will begin the required five observations on their focus children and collect information for the Child Portfolios. These observations must be from a range of experiences, routines and times during the day to reflect all opportunities where learning may occur. This may also include, but is not limited to routine times such as meal times and nappy changes – these are significant learning opportunities.

At least five formal observations, with assessment, analysis and interpretation, must be completed by the end of days 1-5 for the three Focus children.

An additional 5 observations are to be included each week and may focus on a variety of aspects of the routine, groups times and/or children other than the focus child (without identification).

A variety of observation styles are to be utilised. From these, possibilities for planning will be considered and discussed with the Supervising Early Childhood Teacher.

Professional discussions between the Supervising Early Childhood Teacher and the student will focus on observations recorded, reflections on children's learning, assessment and possibilities for planning. The student will demonstrate an understanding of observations as fundamental for identifying and planning for children's learning.

Students will demonstrate a thorough understanding of child development and evidence based practice providing examples of quality practice in education and care for young children.

Child Portfolios

Additional to the five observations per week per focus child, students will collect background information relating to the 3 focus children and their context, including information relating to the child's family and community. A discussion with their Supervising Early Childhood Teacher will occur to gain information about the children, and arrangements made to approach the children's parents. During days 1-5 students will work to establish positive relationships with the Focus Children and their families.

Detailed documentation and analysis of all areas of child development will be evident for all Focus Children.

Documentation included in the Child Portfolio demonstrates knowledge and understanding of the child.

Teaching Expectations

The student will begin teaching in days 1-5. The student will engage in meaningful interactions with all children during Week 1. These interactions may be with one or two children, or a small group during the entire daily routine and will include a variety of play and leisure activities. These interactions will be the source of many observations.

Experience plans are to be prepared for a variety of play and leisure experiences; however, this will be at the discretion of the Supervising Early Childhood Teacher. Consideration of all opportunities for learning and positive interactions must be evident in these plans.

While it is understood that services write/prepare intentional teaching experiences in a variety of ways, it is necessary that students learn and practice writing preparation plans.

These plans must be presented in written form to the Supervising Early Childhood Teacher before the experience is presented to the children. Students can design their own programming formats, using a variety of styles or templates. Comments and suggestions can be made, discussed and plans modified prior to implementation. Students are to keep copies of all experiences.

All plans developed must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones.



	<p>By day 3, at least two intentional teaching experiences will be facilitated each day. Experience plans must always be discussed with the Supervising Early Childhood Teacher before presenting to the children.</p> <p>Students will contribute to the planning, facilitation and documenting of the service program for the duration of their Professional Experience. Collaboration with, and support from the Supervising Early Childhood Teacher, as well as other educators is to occur. Incorporating feedback from families and children will be valuable.</p> <p>Students will contribute to all aspects of the program across all routines and transitions of the day.</p> <p>Feedback Sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> Template is to be completed by the Supervising Early Childhood Teacher daily. This feedback can be written or verbal.</p> <p>Regular professional discussion is to occur and both the Supervising Early Childhood Teacher and the student sign the sheets.</p> <p>Self-Reflection</p> <p>Students will complete a <i>Student Daily Self-Reflection</i> template daily. This must demonstrate links between personal experiences, analysis and professional development.</p>
<p>Week 1 of the block Professional Experience</p> <p>Days 6 – 10</p> <ul style="list-style-type: none"> <input type="checkbox"/> Times to meet scheduled <input type="checkbox"/> Situational Analysis continues <input type="checkbox"/> PEX Portfolio continues <input type="checkbox"/> Focus Children (3) <input type="checkbox"/> Observations with interpretation (5 for each focus child) <input type="checkbox"/> Additional observations with interpretation (5) <input type="checkbox"/> Experiences planned & facilitated (15) <input type="checkbox"/> Child Portfolios (3) continue <input type="checkbox"/> Professional discussions <input type="checkbox"/> Quality interactions with children, educators & families <input type="checkbox"/> Daily Feedback <input type="checkbox"/> Daily Self Reflections <input type="checkbox"/> Progress Report Due 	<p>Observations</p> <p>These continue as a result of analysis of children's learning through planned experiences, intentional teaching and spontaneous moments. Links between these observations and future planning must be evident.</p> <p>Students will demonstrate a thorough understanding of child development and evidence based practice providing examples of quality practice in education and care for young children.</p> <p>Child Portfolios</p> <p>Continue with the five formal observations per week per focus child and the collection of information about the children demonstrating knowledge and understanding of the children and their learning, including family and community context.</p> <p>Detailed documentation and analysis of all areas of child development will be evident for all Focus Children.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility must be displayed each week.</p> <p>Students will collaborate with the Supervising Teacher and educators to compile the curriculum elements and program for the next three weeks (day 6 – day 20).</p> <p>This may occur through informal discussions, weekly meetings with Supervising Early Childhood Teacher and/or room meetings.</p> <p>It would be expected that the student would be demonstrating growing confidence in his/her ability and using more initiative in the planning process.</p> <p>Students are required to facilitate at least three experiences each day. Some may be spontaneous, yet must reflect a variety of moments for learning that occur throughout the day.</p> <p>Written experience plans are required and must be discussed with the Supervising Early Childhood Teacher.</p> <p>All plans developed must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones.</p> <p>Students are to be increasingly responsible for transitions between experiences and routines.</p> <p>Feedback sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> template is to be completed by the Supervising Early Childhood Teacher daily. This feedback can be written or verbal.</p> <p>Regular professional discussion is to occur and both the Supervising Early Childhood Teacher and the student sign the sheets.</p> <p><i>Progress Report</i> is completed online via Sonia by the Supervising Early Childhood Teacher at the end of this week (10 days Professional Experience completed).</p> <p>Self-Reflection</p> <p>Students complete a <i>Student Daily Self-Reflection</i> template daily. This must demonstrate links between personal experiences, analysis and professional development.</p>



<p>Week 2 of the block Professional Experience</p> <p>Days 11 – 15</p> <ul style="list-style-type: none"> <input type="checkbox"/> Times to meet scheduled <input type="checkbox"/> Situational Analysis continues <input type="checkbox"/> PEX Portfolio continues <input type="checkbox"/> Focus Children (3) <input type="checkbox"/> Observations with interpretation (5 for each focus child) <input type="checkbox"/> Additional observations with interpretation (5) <input type="checkbox"/> Experiences planned & facilitated (15) <input type="checkbox"/> Child Portfolios (3) continue <input type="checkbox"/> Professional discussions <input type="checkbox"/> Quality interactions with children, educators & families <input type="checkbox"/> Daily Feedback <input type="checkbox"/> Daily Self Reflections <input type="checkbox"/> Increasing responsibility within room 	<p>Observations</p> <p>These continue as a result of analysis of children's learning through planned experiences, intentional teaching and spontaneous moments. Links between these observations and future planning must be evident.</p> <p>Students will demonstrate a thorough understanding of child development and evidence based practice providing examples of quality practice in education and care for young children.</p> <p>Child Portfolios</p> <p>Continue to collect work samples, photos and other documentation for each Child's Portfolio that demonstrates their learning, and your understanding of their learning.</p> <p>Include documentation on possibilities for future planning.</p> <p>Detailed documentation and analysis of all areas of child development will be evident for all Focus Children.</p> <p>Communication continues with each child's parents / caregivers. Evidence of this must be included, e.g. through jottings, planning, reflections.</p> <p>Teaching Expectations</p> <p>A pattern of increasing responsibility must be displayed each week.</p> <p>Students will continue to collaborate with the Supervising Early Childhood Teacher and educators to compile the curriculum elements and program for the next 2 weeks.</p> <p>This may occur through informal discussions, weekly meetings with Supervising Early Childhood Teacher and/or room meetings.</p> <p>It would be expected that the student would be demonstrating growing confidence in his/her ability and using more initiative in the planning process. The student will record planning experiences and reflections using the centre's programming formats.</p> <p>Students are required to facilitate at least 3 experiences each day. Some may be spontaneous, yet they must reflect a variety of moments for learning that occur throughout the day.</p> <p>Written experience plans are required and must be discussed with the Supervising Early Childhood Teacher.</p> <p>All plans developed must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones.</p> <p>Students will be responsible for transitions between experiences and routines, taking on the role of the Early Childhood Teacher.</p> <p>Students are to contribute to centre reflections and daily communication for families. A display or presentation of the children's work and learning is to be prepared and available for families to see. Evidence of this (photos, copies, etc.) must be available in your PEX Portfolio</p> <p>Feedback sheets</p> <p>A <i>Supervising Teacher Daily Feedback on Performance</i> Template is to be completed by the Supervising Early Childhood Teacher daily, this feedback can be written or verbal. Regular professional discussion is to occur between the Supervising Early Childhood Teacher and the student.</p> <p>Daily feedback may be streamlined to include a reduced number of sections of the feedback template, jottings of feedback discussions, or another feedback process agreed upon by both the student and the Supervising Early Childhood Teacher.</p> <p>Self-Reflection</p> <p>Students will continue with daily <i>Student Daily Self-Reflections</i>. Although it is no longer necessary to complete these in the template provided, the student may create their own format for these daily self-reflections. However, they must continue to demonstrate links between experiences, analysis and professional development. Students are to refer to reference material accessed via the Moodle site for this subject regarding Reflective Writing.</p>
<p>Week 3 of the block Professional Experience</p> <p>Days 16 – 20</p> <ul style="list-style-type: none"> <input type="checkbox"/> Times to meet scheduled 	<p>Observations</p> <p>These continue as a result of analysis of children's learning through planned experiences, intentional teaching and spontaneous moments. Links between these observations and future planning must be evident.</p>



<ul style="list-style-type: none"> <input type="checkbox"/> Situational Analysis continues <input type="checkbox"/> PEX Portfolio continues <input type="checkbox"/> Focus Children (3) <input type="checkbox"/> Observations with interpretation (5 for each focus child) <input type="checkbox"/> Additional observations with interpretation (5) <input type="checkbox"/> Experiences planned & facilitated (15) <input type="checkbox"/> Child Portfolios (3) continue <input type="checkbox"/> Professional discussions <input type="checkbox"/> Quality interactions with children, educators & families <input type="checkbox"/> Daily Feedback <input type="checkbox"/> Daily Self Reflections <input type="checkbox"/> Increasing responsibility within room <input type="checkbox"/> Final Report due 	
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Students will demonstrate a thorough understanding of child development and evidence-based practice providing examples of quality practice in education and care for young children.

Child Portfolios

Continue to collect work samples, photos and other documentation for each Child Portfolio that demonstrates their learning and your understanding of their learning.

Detailed documentation and analysis of all areas of child development will be evident for all Focus Children.

These Portfolios are to be completed this week and be presented in a professional manner. The information is to be shared with parents/caregivers, with the support of the Supervising Early Childhood Teacher.

With permission and consultation with the Supervising Early Childhood Teacher, a copy of the Child Portfolio may be offered to the family of each focus child.

Teaching Expectations

A pattern of increasing responsibility must be displayed each week.

Students will continue to collaborate with the Supervising Early Childhood Teacher and other educators to compile the program for the week.

This may occur through informal discussions, weekly meetings with Supervising Early Childhood Teacher and/or room meetings.

It would be expected that the student would be demonstrating growing confidence in his/her ability and using more initiative in the planning process. The student will record planning, experiences and reflections using the centre's programming formats.

Students are required to facilitate at least three experiences each day.

Written experience plans are required and must be discussed with the Supervising Early Childhood Teacher.

All plans developed must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones.

Students will be responsible for transitions between experiences and routines throughout the day, taking on the role of the Early Childhood Teacher.

Students are to contribute to centre reflections and daily communication for families.

A display or presentation of the children's work and learning is to be prepared and available for families to see. Evidence of this (photos, copies, etc.) must be available in your Professional Experience folder.

Feedback sheets

A *Supervising Teacher Daily Feedback on Performance* Template is to be completed by the Supervising Early Childhood Teacher daily. This feedback can be written or verbal.

Regular professional discussion is to occur between the Supervising Early Childhood Teacher and the student..

Once a feedback relationship has developed between the student and the Supervising Early Childhood Teacher it may not be necessary to complete the daily feedback templates. Daily feedback may be streamlined to include a reduced number of sections of the feedback template, jottings of feedback discussions, or another feedback process agreed upon by both the student and the Supervising Early Childhood Teacher.

The Final Report is to be completed online in Sonia by the Supervising Early Childhood Teacher on the last day of Professional Experience (20 days Professional Experience completed).

Self-Reflection

Students will continue with daily *Student Daily Self-Reflection*. Although it is no longer necessary to complete these in the template provided, the student may create their own format for these daily self-reflections. However, they must continue to demonstrate links between personal experiences, analysis and professional development. Students are to refer to reference material accessed via the Moodle site for this subject regarding Reflective Writing.



Professional Experience 4 – PEX 4

Leadership in Early Education

Professional Experience Dates	<p>One Individual Day per week for 5 weeks during Spring session 2024 followed by a three-week block.</p> <p>*See PEX Planner for specific dates</p> <p>Early Years students will complete their fourth and final Professional Experience in an Early Childhood Education and Care Centre (ECE), with children aged Birth - 2 years, 2 - 3 years OR 3 - 5 years as nominated by the student or as determined by the PEX service.</p>
Required Number of Days	20 days
Subject Number	EYTE401
Reporting Requirements	<p>Completion of 2 weeks (10 days): <i>Progress Report</i> - An electronic copy of this template is to be formally submitted via Sonia.</p> <p><input type="checkbox"/> Progress Report</p> <p>Completion of 4 weeks (20 days): <i>Final Report</i> - An electronic copy of this template is to be formally submitted via Sonia.</p> <p><input type="checkbox"/> Final report</p>
Focus	<p>Leadership in early childhood education settings involves being responsible for guiding and supporting a team to provide high quality education and care. Leadership requires that educators engage in critical reflection to link theory, policy and practice.</p> <p>This Professional Experience provides the student with many opportunities to lead and learn from the development and implementation of education, management and reflective practice within the early education service while promoting, planning, evaluating and supporting young children's learning and development.</p>
Preparation	<p>The student will make contact with the Supervising Early Childhood Teacher once placement has been confirmed by the PEX Unit to arrange a suitable time for a visit/preliminary meeting prior to commencing the 5 individual days.</p> <p>To complete subject course requirements this is to occur with consideration of the subject assessment expectations that require contact with the Professional Experience centre to be established <u>early in the semester</u>.</p> <p>During this orientation visit and meeting, a brief introduction to the service and Professional Experience will occur, including discussing shared expectations, arranging shift times and highlighting the professional responsibilities of the student in the service. <u>Students are responsible for checking their Supervising Teacher is a university-trained ECT who has completed their Bachelor degree.</u></p> <p>It is expected that during this preparation visit and throughout days 1-5 students will collect information to begin creating a Situational Analysis of their ECE. This information is valuable for students to gain a detailed understanding of their ECE setting, including curriculum and programming styles prior to commencement of Professional Experience as well as for the completion of subject assessment work.</p> <p>The situational analysis undertaken will be submitted as an assessment task in EYTE401 and will require that the student analysis the PEX context through a range of theoretical worldviews as well as through the application of subject content knowledge about quality standards, quality improvement and professional self-assessment and reflection.</p> <p>The Situational Analysis will also directly inform planning for the Professional Experience placement (which will also be submitted as a PEX PLANNING assessment task).</p> <p><u>Each student will develop an electronic Teaching Portfolio where all PEX tasks will be available for both the Supervising Early Childhood Teacher and the University Advisor. Please ensure your ST and UA have access to this portfolio.</u></p>



<p>Responsibility of the Supervising Early Childhood Teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily Feedback <input type="checkbox"/> Professional discussions <input type="checkbox"/> Progress Report <input type="checkbox"/> Final Report 	<p>The Supervising Early Childhood Teacher, (as well as educators in the ECE) will support and guide the student in all aspects of Professional Experience. <u>The Supervising Teacher MUST be a degree qualified Early Childhood Teacher</u> who will act as a professional role model for the student and assist the student to develop confidence and extend their knowledge and skills. The ECTsupervising Early Childhood Teacher must be available to supervise the student and complete reporting documentation/reports throughout the PEX. (Please notify the PEX unit should the availability of the ECT change at any time).</p> <p>Daily feedback, written or verbal, based on the <i>Supervising Teacher Daily Feedback on Performance</i> template will be provided by the Supervising Early Childhood Teacher to the student. Formal written feedback will be completed by the Supervising Early Childhood Teacher daily using the template provided; discussed and signed off by the student. Additional time is to be scheduled on a regular basis for professional discussion on the student's development as an Early Childhood Teacher.</p> <ul style="list-style-type: none"> • A Supervising Teacher Daily Feedback on Performance Template is to be completed daily (verbal or written) • A Progress Report completed at the end of Week 2 (10 days) via Sonia • A Final Report is to be completed in Week 4 (20 days)- see Reporting Requirements <p>Refer to: <i>Australian Professional Standards for Teachers</i>.</p>
<p>Outcomes</p>	<p>Professional Knowledge</p> <p>Standard 1: Know children and how they learn.</p> <p>Standard 2: Know the content and how to teach it.</p> <p>Professional Practice</p> <p>Standard 3: Plan for and implement effective teaching and learning.</p> <p>Standard 4: Create and maintain supportive and safe learning environments.</p> <p>Standard 5: Assess, provide feedback and report on children’s learning.</p> <p>Professional Engagement</p> <p>Standard 6: Engage in professional learning,</p> <p>Standard 7: Engage professionally with colleagues, parents/carers and the community.</p>
<p>Performance Requirements of the Student</p>	<p>Situational Analysis</p> <p>A Situational Analysis of the service is to be compiled which will support the student to develop deep awareness of the centre context and culture. Information about the local community and families, the setting, program foundations and style, relevant policies and procedures, centre routines and planning expectations for their intentional teaching and the children is included. A critical analysis informed by theoretical reflection will be completed by the student to inform PEX planning goals and strategies.</p> <p>A completed Situational Analysis is to be completed by the student and submitted as an assessment task for EYTE401. The Situational Analysis must continue to be developed throughout the duration of the Professional Experience in consultation with the Supervising Early Childhood Teacher.</p> <p>Refer to: '<i>Situational Analysis Expectations</i>' located in Moodle and Arthur, Beecher, Death, Dockett & Farmer, 2015, Chapter 6, pp 179-204</p> <p>Professional Experience Plan</p> <p>A three-week Professional Experience plan is to be developed in collaboration with the Supervising Early Childhood Teacher. The Plan must demonstrate the many opportunities planned to explore a leadership role within the early childhood education and care environment. The plan must be informed by the Situational Analysis, previously developed and submitted for assessment. The completed Professional Experience plan will be submitted as an assessment for the subject EYTE401.</p> <p>PEX Portfolio</p> <p><u>In addition to</u> the completion of the situational analysis and the implementation of leadership and quality improvement goals developed in a three-week leadership PEX plan, students are expected to also contribute actively to <u>daily teaching, planning and team reflection/documentation processes</u>. Students are expected to maintain an accessible record and copies of all observations, analysis and assessments plus reflections and prepared experience plans. At a minimum, students are expected to plan and implement 3 learning experiences per day based on comprehensive observations, documentation and reflection from at least Day 8 of the PEX placement. These documents should be available to the Supervising Teacher and the university advisor at all times and stored in an online shared folder which the student will maintain and share access to their ST and UA. As well</p>



	<p>as evidencing graduate teacher standards, these are to be used for later reflection and preparation for your role as an early childhood education and carer once you graduate.</p> <p>-</p> <p>Self-Reflections</p> <p>Students must complete the <i>Student Daily Self-Reflection</i> template (or an equivalent reflection journal) daily for Week 1 (days 1-5) and it is to be signed off by the student and the Supervising Early Childhood Teacher.</p> <p>A reflective journal is to be maintained for the duration of the three week Professional Experience block. This must demonstrate links between personal experiences, analysis and professional development. Students must also view, discuss and sign the <i>Supervising Teacher Daily Feedback on Performance</i> completed by the Supervising Early Childhood Teacher.</p> <p>The student must meet weekly requirements, as specified throughout the following document.</p>
University Advisor	<p>A University Advisor will be allocated to each service. Liaison will be by phone, email and/or service visit. The University Advisor will establish good communication between the Service Director, Supervising Early Childhood Teacher and the Early Years student so as to understand and support the student's development.</p>



<p>Week 1 (Individual Days 1-5)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations discussed <input type="checkbox"/> Times to meet scheduled <input type="checkbox"/> Contribute to room programming and teaching <input type="checkbox"/> Quality interactions with children, educators & families <input type="checkbox"/> Gather information for Situational analysis task <input type="checkbox"/> Discussion with ST about possible PEX plan goals. <input type="checkbox"/> PEX Portfolio <input type="checkbox"/> Self Reflections <input type="checkbox"/> Daily Feedback 	<p>Introduction</p> <p>It is expected that during the first week Individual Days 1-5, the Supervising Early Childhood Teacher and student will clarify and/or refine their respective expectations of the Professional Experience.</p> <p>It is essential to discuss and determine strategies to ensure the student has a varied experience in a leadership role both in the learning environments with children and in regards to management, administration and educational leadership responsibilities.</p> <p>Arranging regular times to meet for data collection about the ECE context, critical discussion, reflection and discussions about the PEX plan goals (designed by the student and negotiated with the supervising teacher) is critical for this placement.</p> <p>Situational Analysis</p> <p>During the preliminary visit and the 5 Individual Days, the student will gather data and observe pedagogy and practice to develop a detailed situational analysis that reflects the student’s knowledge of the EYLF and NQF and that evidences theoretically informed critical reflection of the teaching and leadership context of the PEX placement. The situational analysis will be submitted as an assessment task and will inform the student’s development of the Leadership Professional Experience (PEX) Plan (which will set contextual goals for implementation during the three-week PEX block. Following submission of the Situational Analysis assessment, a copy must be accessible in the student’s PEX Portfolio (online and accessible to student, ST and UA) and be continually updated throughout the Professional Experience. Regular consultation with the Supervising Early Childhood Teacher will inform the development of this document.</p> <p>Teaching Expectations</p> <p>It is expected students will start contributing to room programming and teaching as a team member from day 1 of commencement of the Professional Experience. This includes contribution to daily intentional teaching experiences and spontaneous teaching, children’s portfolios, daily observations and jottings, daily diaries, daily reflections, interactions with parents, completing administrative requirements, etc. A final year undergraduate teacher may be expected to contribute to the daily program to the same degree as teachers in the service.</p> <p>On individual days (1-5), students should develop a thorough awareness of programming and planning processes in the service and collect situational analysis information via observations and in-depth conversations with staff.</p> <p>All programming contribution must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental knowledge in line with the platform and programming requirements of the PEX setting.</p> <p>Students will contribute to the planning, facilitation and documenting of the program on a daily basis for the duration of the Professional Experience. Collaboration with, and support from the Supervising Early Childhood Teacher, as well as other teachers and educators is to occur. Incorporating feedback from families and children will be valuable.</p> <p>Students will contribute to <u>all aspects of the program</u> across all routines and transitions of the day.</p> <p>Leadership Professional Experience Plan (PEX PLAN)</p> <p>The 5 Individual Days will support the development of a three-week Professional Experience plan developed by the student in consultation with the Supervising Early Childhood Teacher and must ensure that the student has many opportunities to explore a leadership role in early education. The PEX plan will be submitted and marked prior to the commencement of weeks 2-4 of the PEX placement. However the PEX plan may be altered in consultation with, and according to the expectations of the supervising teacher and PEX service team.</p> <p>The PEX PLAN may include educational leadership and management leadership opportunities, learning and applications. The Professional Experience plan will be implemented from the beginning of week 2 of the Professional Experience and must be progressively evaluated and revised by the student with the advice and guidance of the Supervising ECT.</p> <p>The Plan must demonstrate opportunities to explore a leadership role within the early childhood education and care environment. Throughout this Professional Experience, students will focus on the National Quality Framework (NQF), and demonstrate a clear understanding through the application of key elements.</p> <p>The NQF has highlighted the role of the Educational Leader in the National Law and Regulations relating to the National Quality Standards (NQS). The Approved (service) Provider is required to appoint an Educational Leader to ‘guide other educators in their planning and reflection, and mentor colleagues in their implementation practices’ (ACECQA, 2011, p.85).</p>
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The Supervising Early Childhood Teacher and the student will discuss a variety of options allowing the student to explore, discuss, introduce and implement ideas paying close attention to curriculum and pedagogy.

Students are given the opportunity to 'investigate and practise' the role of Educational Leadership by demonstrating they have:

- knowledge of curriculum approaches and the ability to analyse and discuss both strengths and limitations within the Professional Experience setting
- pedagogical and child development knowledge to plan for children's learning, development and inclusion
- knowledge of theories of learning and development and a willingness to share this with other educators
- access to current research and a desire to share and guide other educators in reflecting on their practice
- knowledge of individual children and their learning styles allowing different approaches to be made when planning to ensure the complex and individual needs of children are met
- personal qualities required of an Educational Leader, someone who is willing to listen as well as coach, mentor and reflect within a team environment

(NQS PLP e-Newsletter No. 33 2012)

Activities that may occur over the three-weeks of Professional Experience may include (but are not limited to):-

- Develop a series of professional goals for the Professional Experience relating to contemporary theories of learning and development. Document these in QIP (Quality Improvement Plan) style
- Develop a staff meeting presentation and lead a reflective discussion relevant to the student's professional goals or a topic of interest to the PEX ECE team,
- Choose an element within the services QIP to focus on: discuss, support and lead service staff with implementation of a relevant goal or activity in support of a larger goal.
- Develop a presentation for families relevant to the philosophy and aims of the centre, supporting an element of the QIP
- Organise a special event within the centre program that relates to the children's interests e.g. excursion, a visitor, special day. Include a risk assessment tool, research, information for families, follow up documentation etc.
- Write and publish a newsletter or information sheet on a topic exploring current research regarding quality education and care, relevant to the centre, the families and local community
- Develop, contribute to and lead a reflective project of inquiry or pedagogical action research with the team of educators
- Regular 'Educational Leader' themed discussions with Supervising Early Childhood Teacher and other educators in the centre
- Individual goals to support the student's personal and professional growth

Feedback Sheets

A *Supervising Teacher Daily Feedback on Performance* Template is to be completed by the Supervising Early Childhood Teacher daily for Week 1. Where verbal feedback is offered, the students should explicitly record this and reflect on the content of the feedback as part of their daily self-reflection.

Regular professional discussion is to occur and both the Supervising Early Childhood Teacher and the student sign the agreed documentation of the discussion.

Self-Reflection

Students will complete the *Student Daily Self-Reflection* template provided (or an equivalent reflection journal) each day for the first week.

After Week 1, students are required to maintain their own reflective journal for the duration of the four-week Professional Experience. This must demonstrate links between personal experiences, analysis and professional development. This journal will be a source used for the next session subjects and assessment requirements.



<p>Week 2-4 (days 6-20)</p> <p>UPDATE</p> <p>Week 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> 10 + Observations plus analysis <input type="checkbox"/> 6 teaching/learning experiences + evaluation <input type="checkbox"/> 2 pieces of documentation <input type="checkbox"/> Implement PEX plan goals <input type="checkbox"/> Times to meet scheduled <input type="checkbox"/> Contribute to room programming & teaching <input type="checkbox"/> Quality interactions with children, educators & families <input type="checkbox"/> Gather information for Situational analysis <input type="checkbox"/> PEX Portfolio <input type="checkbox"/> Self Reflections <input type="checkbox"/> Daily Feedback <input type="checkbox"/> Progress Report due <p>Week 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> 10 + Observations plus analysis <input type="checkbox"/> 15 teaching/learning experiences + evaluation <input type="checkbox"/> 3 pieces of documentation <input type="checkbox"/> Implement PEX plan goals <input type="checkbox"/> Times to meet scheduled <input type="checkbox"/> Contribute to room programming & teaching <input type="checkbox"/> Quality interactions with children, educators & families <input type="checkbox"/> Gather information for Situational analysis <input type="checkbox"/> PEX Portfolio <input type="checkbox"/> Self Reflections 	<p>Teaching Expectations</p> <p>A pattern of increasing responsibility must be displayed each week.</p> <p>Students will be collaborating with the Supervising Early Childhood Teacher and educators to compile the curriculum elements and program for the next three weeks (day 6 – day 20). This may occur through informal discussions, weekly meetings with Supervising Early Childhood Teacher and/or room meetings.</p> <p>It is expected that the student will demonstrate growing confidence in their ability to implement the teaching and planning responsibilities expected of a graduate teacher. All plans developed must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones in line with the platform and programming requirements of the PEX setting. Students are to be increasingly responsible for transitions between experiences and routines. Students are expected to satisfy the following requirements and build their teaching capacity and confidence throughout the PEX:</p> <p>Week 2 (Days 6-10):</p> <ul style="list-style-type: none"> • Observations are to be gathered and analysed (at least 2 per day) to inform future learning experience plans and curriculum design. • By day 8 students should write and implement at least 2 learning/teaching experiences per day (1 must be intentional and pre-planned/ discussed with ST + 1 may be spontaneous experience to be documented after implementation). • Documentation and reflection of teaching (at least 2 pieces of documentation/week). • Commence implementation of PEX plan goals (In partnership with ST determine which 2 of the three to four PEX plan goals from final assessment will be implemented throughout the PEX) <p>Week 3 (Days 11-15)</p> <ul style="list-style-type: none"> • 2 observations per day (10 per week) gathered and analysed as above • 3 learning/teaching experiences per day (15 per week) - combination of pre-planned and spontaneous • Contribute to classroom documentation of learning (minimum 3 pieces of written documentation/week) which can include posts, floor books, daily diaries, and individual/group documentation • Continue implementation of PEX plan goals <p>Week 4 (Days 16-20)</p> <ul style="list-style-type: none"> • In the final week, the student should take on full responsibility for the bulk of the teaching and learning plan in the classroom (in partnership and in consultation with ST). Continue to plan/teach at least 3 learning experiences per day (15 per week) - combination of pre-planned and spontaneous • Contribute to classroom documentation of learning (minimum 3 pieces of written documentation/week) which can include posts, floor books, daily diaries, and individual/group documentation • Complete implementation of PEX plan goals <p>Situational Analysis</p> <p>This document must be accessible in the student’s PEX Portfolio and be continually updated throughout the Professional Experience. Regular consultation with the Supervising Early Childhood Teacher and ongoing theoretical/critical reflection by the student will inform the development of this document.</p> <p>Leadership Professional Experience Plan (PEX PLAN)</p> <p>The student, in consultation with the Supervising Early Childhood Teacher continues to implement the three-week Professional Experience plan (final subject assessment task), to explore a leadership role in ECE (and potentially adding to, or altering, the plan following shared reflection and evaluation about the plan with the supervising teacher). Daily reflection and evaluation of the implementation of TWO (2) selected PEX plan goals (to support quality improvement and professional leadership skills development) will support ongoing dialogue, goal setting and pedagogical reflection.</p> <p>ECE Feedback Sheets</p> <p>For week 2 of the PEX placement, students and their supervising teachers are expected to continue to engage in daily feedback discussions to ensure high further establish clear understandings and expectations around both the PEX plan and the student’s active contributions to teaching and leadership in the EC context.</p>
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<ul style="list-style-type: none"> <input type="checkbox"/> Daily Feedback <input type="checkbox"/> Progress Report due <p>Week 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design curriculum plan for the week. <input type="checkbox"/> 15 teaching/learning experiences + evaluation <input type="checkbox"/> 3 pieces of documentation <input type="checkbox"/> Implement PEX plan <input type="checkbox"/> Times to meet scheduled <input type="checkbox"/> Contribute to room programming & teaching <input type="checkbox"/> Quality interactions with children, educators & families <input type="checkbox"/> Gather information for Situational analysis <input type="checkbox"/> PEX Portfolio <input type="checkbox"/> Self Reflections <input type="checkbox"/> Daily Feedback <input type="checkbox"/> Final Report due 	<p>It is expected that by the end of Week 2 a feedback relationship has developed between the student and the Supervising Early Childhood Teacher and therefore it may not be necessary to complete all the daily feedback templates required from the student and the Supervising Early Childhood Teacher. Daily feedback may be streamlined to include a reduced number of sections of the feedback template, jottings of feedback discussions, or another feedback process agreed upon by both the student and the Supervising Early Childhood Teacher.</p> <p><i>Progress Report</i> is completed online in Sonia by the Supervising Early Childhood Teacher at the end of Week 2 (10 days Professional Experience completed), <u>and signed off by the student.</u></p> <p>The <i>Final Report</i> is to be completed online in Sonia by the Supervising Early Childhood Teacher on the last day of Professional Experience (20 days Professional Experience completed).</p> <p>Self-Reflection</p> <p>Students will continue with their detailed reflective journal for the duration of the Professional Experience. This must demonstrate links between personal experiences, analysis and professional development.</p> <p>NOTE: Copies of all required tasks must be available in the student’s online share folder along with all other documentation, planning for teaching and learning experiences, evaluations and reflections. The link to these documents must be shared to both the supervising teacher and the University Adviser for the duration of the PEX placement and until the final reports have been signed and submitted.</p>
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