SCHOOL OF EDUCATION (ACT)

Bachelor of Education (Early Childhood and Primary)
Professional Experience Guidelines
CONTENTS

INTRODUCTION 4
EARLY CHILDHOOD PROFESSIONAL EXPERIENCE CONTACT DETAILS 5
ACU GRADUATE ATTRIBUTES 6
ROLE OF PARTICIPANTS IN THE ACU PROFESSIONAL EXPERIENCE PROGRAM 8
PROGRAM OF STUDY 10
PROFESSIONAL EXPERIENCE REQUIREMENTS 11
EDFX267 COMMUNITY ENGAGEMENT PROGRAM 11
EDFX217/EDFX218 (LEVEL 2) – DETAILED OUTLINE 12
GENERAL INFORMATION 17
ASSESSMENT 18
REPORTING 18
  Professional Experience Days (PEDS): Reports 18
  Early Childhood Professional Experience Report 18
  Pre-service Teachers “At Risk” of Failure 19
DOCUMENTATION 20
  Professional Practice Folder 20
  Observations/monitoring and assessment 21
  SMART Planning 21
  Reflective Practice (the Learning Journal) 22
  The Resource Folder 23
  The e-Portfolio 24
EXPECTATIONS 26
  Attendance 26
ORGANISATION 27
  Working With Vulnerable People checks 27
  Senior First Aid 27
  Placement Preference Form 27
  ACU Early Childhood Uniform/Dress Code 28
PROFESSIONAL CONDUCT 28
PLACEMENT REQUIREMENTS 29
HOURS 29
SUPPORT 30
  ACU Library 30
  ACU Tertiary Supervisor 31
CHILD PROTECTION AND MANDATORY REPORTING 31
EMERGENCY CONTACT 31
   Relief work in child care centres 31
IMMUNISATION 32
INSURANCE 33
APPENDICES 34
   1. COMMITMENT TO PROFESSIONAL CONDUCT 35
      1A. Fitness to teach guidelines 36
   2. CHECKLIST FOR PRE-SERVICE EARLY CHILDHOOD STUDENTS 37
   3. SUGGESTED RECORD OF PARTICIPATION 38
   4. PROFESSIONAL EXPERIENCE EMERGENCY CONTACT FORM 42
   6. NOTIFICATION OF ABSENCE 43
   9. REFLECTIVE PRACTICE GUIDE 45
   10. ETHICS APPROVAL PROCESS: INSTRUCTIONS FOR OBSERVATIONS, DOCUMENTATION AND PERMISSIONS 46
   11. PROFORMAS 47
      Observations Guide 47
      Sample Observations Proforma 48
      Learning Experience Planning Guide – Early Childhood Settings (Levels 1 & 2) 49
      Learning Experience Planning Proforma – Early Childhood Settings (Levels 1 & 2) 50
   12. GENERAL REPORTS 51
      Professional Experience at Risk Report (Level 2 /EDFX217) 51
ACU EARLY CHILDHOOD TERTIARY SUPERVISOR’S – LEVEL 2 REPORT 55
ACU EARLY CHILDHOOD TERTIARY SUPERVISOR’S – LEVEL 2 REPORT CONT’D 56
REFERENCES 59
INTRODUCTION

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

This handbook is designed to meet the needs of the early childhood service provider, Supervising Early Childhood Teachers, ACU Tertiary Supervisors and ACU Pre-service Teachers as they participate in the professional experience component of the early childhood education program. The course in early childhood education is delivered by the Faculty of Education.

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

To ensure the ongoing quality of the program we welcome your feedback at any time and more formally at the completion of each practicum. All handbooks and early childhood pre-service teacher report proforma are available on the ACT School of Education website. Go to: http://students.acu.edu.au/248787

Expectations for each year level differ and, naturally, increase as pre-service teachers gain confidence and experience. Through the on-going support of early childhood service providers and close collaboration between Supervising teachers, ACU Tertiary Supervisors and the Early Childhood Professional Experience Office, ACU pre-service teachers are provided with the opportunity for growth and learning in a welcoming early childhood community.

The Australian Catholic University, Canberra Campus, extends its appreciation to all participants involved in the program.
EARLY CHILDHOOD PROFESSIONAL EXPERIENCE CONTACT DETAILS

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PO BOX 256, Dickson, ACT, 2602.

Website
Go to: http://students.acu.edu.au/248787

Please note the business days for the Professional Experience Office are Tuesday – Thursdays only. If the phone is unattended please leave a message or call reception on (02) 62091100. If your call is urgent please phone the Professional Experience Coordinator or alternatively send an email or fax.
ACU GRADUATE ATTRIBUTES

Successful completion of this professional experience program, enable graduates to be:

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

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

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

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

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

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

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

ACU undertakes to ensure that all graduates develop the University’s graduate attributes. This development is achieved through explicitly teaching and assessing the University’s graduate attributes within each course.
ROLE OF PARTICIPANTS IN THE ACU PROFESSIONAL EXPERIENCE PROGRAM

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

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

ACU Tertiary Supervisor:
- supports the work of the supervising teachers and pre-service teachers,
- provides verbal and written feedback to ACU pre-service teachers,
- assists in the assessment process, and is
- usually the contact person between the early childhood service and ACU.

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

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

School Professional Experience Coordinator or Principal (Levels 2, 3 and 4)
- responsible for the placement and induction of pre-service teachers into the school community
- informing the university should a concern arise
- usually the contact person between the school and the University.

Supervising Teachers (Levels 2, 3 and 4)
- is familiar with all relevant requirements as stated in the ACU Professional Experience Guidelines
- provides class list, programs, policies and all other relevant information/documentation
- works with Pre-service teachers to assist and guide sound practice through the provision of both verbal and written feedback
• models teaching techniques and behaviour management strategies that complement and supplement feedback
• supports and encourages Pre-service Teachers in achieving relevant professional experience outcomes
• provides opportunities for challenge and success
• encourages Pre-service Teachers to critically reflect upon their learning
• evaluates Pre-service Teachers' teaching effectiveness in consultation with the ACU representative
• completes formative (if appropriate) and/or Summative report and discusses this with Pre-service Teachers.

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

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Bachelor of Education (Early Childhood and Primary)</th>
<th>Semester 2</th>
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| 1    | **EDCU101** Early Childhood Education 1 – Early Childhood Pedagogy and Curriculum  
**EDFD167** Contexts for Learning & Development  
**EDLA168** Children’s Literature for Literacy  
**EDAR368** Creative Arts Education 1  
**EDFX112** Professional Experience Early Childhood 1A (0-18mths) | **EDFD136** Early Childhood Education 2: The Ecology of Childhood  
**EDFD227** Early Childhood Education 3: Partnerships for Learning  
**EDLA167** Linguistics for Literacy  
**EDPH366** Personal Development, Health and Physical Education 1  
**EDFX113** Professional Experience Early Childhood 1B (18mths-2yrs) |
| 2    | **EDCU202** Early Childhood Education 4: Building Curriculum Connections and Continuities  
**EDFD261** Creating Inclusive, Safe and Supportive Schools  
**EDST167** Science and Technology for Early childhood and Primary Teachers 1  
**EDLA264** Literacy Education 1  
**EDFX217**: Professional Experience Early Childhood 2A (3-5yrs-Childcare)  
**EDFX267** Community Engagement Program | **EDFD314** Early Childhood Studies 5: Early Childhood Leadership  
**EDMA163** Exploring Mathematics 1  
**EDSS468** Connecting Society and Environment  
**EDAC225** Family Studies and Disability (or elective)  
**EDFX218**: Professional Experience Early Childhood 2B (3-5yrs-Preschool) |
| 3    | **EDFD268** Teaching and Learning: Preparing for the Contexts of the Field  
**EDST264** Science and Technology for Primary Teachers 2  
**EDMA262** Mathematics: Learning and Teaching 1  
**THBS100** Introducing to the Bible (or elective)  
**EDFX315**: Professional Experience Early Childhood 3A (5-8yrs) | **EDFD260** Teaching and Managing Learning Environments  
**EDAB161** Indigenous Cultures and Peoples  
**EDST261** Science and Technology Education  
**EDAC314** Positive Behaviour Approaches (or elective)  
**EDFX316**: Professional Experience Early Childhood 3B (8-12yrs) |
| 4    | **EDFD462** Transition into the Profession  
**EDMA369** Exploring Mathematics 2  
**EDRE161** Religious Education 1 (or elective)  
**THEO228** the Christian life: Worship and Ethics (or elective)  
(Winter term Intensive) **EDFD468** Catering for Diversity in Literacy and numeracy  
**EDRE162** Religious Education 2 Intensive (or elective) | **EDMA360** Mathematics: Learning and Teaching 2  
**EDLA369** Literacy Education 2  
**EDFX413** Professional Experience 4 Extended Reflective Practice (5-12yrs) |

**NOTE:** Unit availability is dependent upon student demand.
PROFESSIONAL EXPERIENCE REQUIREMENTS
The ACU Early Childhood course encompasses the four-year Bachelor of Education Early Childhood and Primary.
Successful completion of the first two years of the program will be equivalent to the competencies required for the Diploma of Children’s Services (Early childhood education and care) (CHC50908). Successful completion of the full four-year Bachelor of Education (Early Childhood and Primary) program will enable graduating educators to meet teacher registration requirements within Australia qualifying them to teach from birth to age 12. See relevant booklet for specific details on each professional experience placement.

EDFX267 COMMUNITY ENGAGEMENT PROGRAM
Study in this Professional Experience unit is closely linked to the Education Studies unit EDFD261 Creating Inclusive Safe and Supportive Schools.

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

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

Details
Pre-service teachers are required to complete ten (10) days or 70 hours in a community educational setting other than a primary classroom. They are encouraged to commence their CEP early in the year or after enrolment in the unit EDFX267. The holiday season in January provides many opportunities for participation in specialised programs.

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

This aspect of the pre-service educators professional experience program is organised through the Professional Experience Office.
EDFX217/ EDFX218 (LEVEL 2) – DETAILED OUTLINE
This unit expands the opportunities for orientating the early childhood pre-service teacher to the profession by emphasising professional interaction, familiarisation with early childhood centres and staff working with them. Guided observation of children aged 3-5 years will provide opportunities to develop further, an awareness of the strengths, interests and emerging development of children and further promote an understanding of child development, socio-cultural perspectives and contemporary perspectives of childhoods. Through observation and discussion the pre-service teacher is able to understand and develop elementary teaching and guidance skills and to plan and implement a range of play and learning experiences and emergent curriculum with children aged 3-5 years.

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

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

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

3. Transfer theoretical information in relation to child development, learning and pedagogy as discussed in lectures to the practical setting of the early childhood education setting
• Facilitate and reflect on the implementation of contemporary perspectives in interactions with children, families and colleagues
• Demonstrate knowledge of ethics, confidentiality, attention to detail and sensitivity to children and families in documentation
• Provide documentation that reflects contemporary theoretical perspectives in relation to children’s play, development, learning and pedagogy
• Demonstrate knowledge and understanding of reflective practice in programming and planning

4. Develop strategies for facilitating positive relationships with children, families and colleagues
• Oral and written communication reflects a range of methods of positive communication
• Use documentation of children’s play, development and learning that supports ongoing dialogue with children, families and colleagues
• Demonstrate positive approaches to guiding and supporting children’s engagement in play and learning
• Demonstrate positive approaches to managing challenging behaviour

5. Become aware of and support the implementation of the basic skills and techniques associated with the education and care of 3-5 year olds
• Interact and engage in children’s play and care giving in ways that support creativity and problem solving and demonstrate knowledge of play development and learning of children 3–5 years
• Facilitate the implementation of health and hygiene practices – eg toileting, meals, food preparation, rest times, control of infectious diseases
• Facilitate the implementation of safety practices – OHS, risk assessment, manual handling
• Demonstrate evidence of leadership within the setting that reflects contemporary theories of management - facilitate a staff meeting, develop a brochure, organise an event for families
• Organise early childhood environments to support and facilitate positive engagements and interactions
• Use a range of creative strategies to support children to participate effectively in routines and transitions

6. Observe individual and small groups of children and use these observations to implement and evaluate planned and spontaneous play and learning experiences
• Use a range of observation tools to observe and plan for the strengths, interests and emerging development of individual and small groups of children
• Use developmental and socio-constructivist approaches in the analysis of observations and subsequent planning based on an emergent curriculum
• Establish portfolios of children’s learning that include observations, work samples, photographs and other relevant documents
• Plan, implement and evaluate small group experiences (3-6 children) which link to observations and learning focus and actively engage children using a range of relevant resources
• Plan, implement and evaluate small group experiences (3-6 children) which link to observations, actively engage children and use aspects of emergent literacy, creative arts, emergent numeracy, science and technology and children’s social worlds
• Demonstrate responsive approaches and strategies for teaching and learning within the implementation of planned and spontaneous experiences
• Demonstrate strong awareness of and responsiveness to aspects of diversity and social justice in planning, programming and interactions
• Plan, implement and evaluate experiences, which support children’s shared interests, theories and responses
• Provide aesthetically pleasing and culturally relevant resources in the implementation of planned and spontaneous individual and small group experiences that support children’s observed strengths, interests and emerging development

7. Extend the collection of practical teaching resources, including relevant literature, references, and educational resources (teaching aids)
• Include aesthetically pleasing and culturally diverse resources
• Include a diverse range of children’s texts that reflect a range of genres and anti bias and social justice perspectives
• Include artefacts that support and extend children’s interests and lived experience, problem solving and creativity
• Include resources that will provoke children’s curiosity, engagement and investigative skills
Please refer to specific practicum booklets for details of professional experience engagement.

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

- **Professional Practice folder.**
  Containing:
  - Observation/monitoring and assessments
  - Planning (in level four this is replaced by the Day Book), and
  - Reflective Practice (Learning Journal);
  - the completed commitment to professional conduct form, and
  - information pertaining to your specific setting and professional experience program.

- **Resource folder and e-Portfolio.**
  Pre-service teachers are asked to continue to update and refine their Early Childhood Resource folder and e-portfolio. Students will be presenting highlights from their e-portfolio in a mock interview session with their peers and Early Childhood staff on completion of the block practicum.
GENERAL INFORMATION
ACU is responsible for organising the professional experience placements, the Professional Experience Days and the Block Practicum. We aim to give each pre-service teacher a broad range of experiences in a variety of settings including: long day care, occasional care, private, community-based and government-based services that follow sequential age groupings, beginning with infants, through toddlers, preschoolers, and into the primary school bands of early, middle and later childhood. Through participation in a variety of settings, pre-service educators are encouraged to strengthen their educator skills and management competencies and acquire a breadth of experience and understanding.

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

**ASSESSMENT**

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

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

**Formative Evaluation**

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

**REPORTING**

Early childhood settings and schools are asked to ensure that all reports are fully completed and signed then returned to the University to avoid delays in processing claim forms and pre-service teachers’ grades. Reports will be sent electronically to all directors and/or professional Experience Coordinators.

**Professional Experience Days (PEDS): Reports**

The relevant EDFX Professional Experience Report Booklets contain an attendance record and task list relating to these weekly visits. These must be signed by the Supervising teacher /Director/School Professional Experience Coordinator each time the pre-service teacher visits and provides evidence for having attended and completed relevant days and tasks. When all of the PEDS days have been completed the pre-service teacher must lodge a copy of these items to the Professional Experience Office. This requirement BEFORE the pre-service teacher commences their block placement.

**Early Childhood Professional Experience Report**

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

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

Once complete the signed attendance records, completed weekly and block tasks, signed visits and critical self reflections are to be submitted to the Early Childhood Professional Experience Office by the pre-service teacher. The original final report should be sent to this office by the Centre director or supervising teacher. A full copy of the report is to be retained by the pre-service teacher and the early childhood setting/preschool/school for future reference.

**Pre-service Teachers “At Risk” of Failure**

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

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

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

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

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

Please keep in mind that completion of the Feedback Sheet should reflect the overall expectations of each pre-service teacher’s year level within the course.

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

The School of Education values and expects professional conduct at all times and reserves the right to terminate the Professional Experience at any time on the grounds of unprofessional behaviour. Upon termination a Fail grade will be awarded.
DOCUMENTATION
There are three specific elements of documentation that are the key to your professional development:

- **Professional Practice folder**, containing:
  - Observation/monitoring and assessments
  - Planning (in level four this is replaced by the Day Book), and
  - Reflective Practice (Learning Journal);
  - the completed commitment to professional conduct form, and
  - information pertinent to your specific placement’s:
    - organisational procedures
    - class organisation and structure

- **Resource folder**, containing:
  - key curriculum or learning frameworks
  - curriculum development and evaluation
  - approaches to assessment for learning, and
  - operational philosophies, collection of equipment and samples of learning resources etc.

- **e-Portfolio**.

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

**AT ALL TIMES** each element of documentation should be available for perusal by Supervising Teachers and ACU Tertiary Supervisors.

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

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

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

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

**Observations/monitoring and assessment**

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

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

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

**SMART Planning**

Pre-service teachers are expected to prepare plans to guide the learning experiences of children. It is essential pre-service teachers are guided by their observations of children when planning, as well as the Australian National Curriculum and where applicable the Early Years Learning Framework (DEEWR, 2009). A sample planning format is included in the appendices to guide and inform the development of plans. Other curriculum specific planning formats recommended by ACU lecturers or Supervising Teachers may be used where appropriate.

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

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

**Reflective Practice (the Learning Journal)**

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

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

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

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

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

- the completed commitment to professional conduct form;
- a recent personal introduction poster;
- Emergency Contact Form; and
- Curriculum Vitae that may include a list of recent relevant employment.

Professional Knowledge

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

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

Examples of items to include in this section:

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

Professional Practice

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

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

**Examples** of items to include in this section:

- statements of professional philosophy and thinking;
- evidence of supporting the professional development of peers (mentoring); and,
- evidence of pre-service teacher's own ongoing professional development, (e.g. certificates of courses attended, written evidence of relevant additional training competencies completed).

**Professional Engagement**

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

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

Pre-service teachers should avoid photocopying large volumes of material for inclusion in their ResourceFolders. Rather it should become more a collection of good ideas, activities and approaches used by teachers in the field.

*Pre-service Teachers may elect to include their Resource folder information as digital sites on their e-portfolios but these must be available for supervising teachers and ACU Tertiary supervisors to view at all times*

**The e-Portfolio**

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

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

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

The e-Portfolio will assist with the following future tasks:

- preparation for future employment interviews;

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

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

It is considered essential that each e-Portfolio contain the following elements:

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

Contents Page
Usually this is a list of hyperlinks to the different sections of the e-Portfolio.

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

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

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

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

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

Attendance
To ensure course requirements are met, pre-service teachers must complete the required number of days for all professional experience units. Days missed due to illness or any other reason must be ‘made-up’ as soon as possible, but not during the University academic program or on specified days linked to the professional experience such as induction and evaluation/reflection sessions. Days missed in one semester must be made up BEFORE the next semester sequence is commenced.

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

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

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

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

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

Each pre-service teacher must pay attention to the policies and practices undertaken by each individual setting. Remembering to turn off lights, air-conditioners, minimising the use of photocopiers and paper resources and a commitment to recycling all materials is not only a part of an environmental sustainability ethic – it is a reality of the tight budgets that many settings operate under.

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

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

**ORGANISATION**

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

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

**Working With Vulnerable People checks**

WWVP checks are processed confidentially and are essential to supporting the safety and protection of children. All pre-service teachers enrolled in the Bachelor of Education (Early Childhood and Primary) are required to complete a WWVP for the appropriate state. The issued card is to be filed in the pre-service teacher’s resource folder and a copy handed to the Early Childhood Office. The WWVP remains valid for three years.

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

**Senior First Aid**

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

**Placement Preference Form**

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

Pre-service teachers should not undertake:

- a practicum with the same Early Childhood Provider within one year level OR
- a practicum at an early childhood service provider/primary school where close family members, child or adult; participate in the early childhood service provision.

Pre-service teachers in any doubt regarding the suitability of their placements should seek advice from the ACU Early Childhood Professional Experience Office.
ACU Early Childhood Uniform/Dress Code
Pre-service educators are expected to adopt the standards set by the early childhood service provider/primary school, by dressing appropriately and in recognition of relevant health and safety requirements. To assist in this the pre-service teacher is expected to purchase at least one of the following items for professional experience placements in child care and preschool settings:

- Red bucket hat and a
- An “ACU” polo shirt.

The order form for these items are available through the student body.

A name badge is to be worn in primary schools. Name badges should be worn by second, third and fourth year students only.

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

PROFESSIONAL CONDUCT
Each pre-service teacher is required to make a commitment to the ACU Early Childhood Professional Experience program. The commitment is undertaken in terms of reading the Fitness To Teach guidelines and signing the acknowledgement (see Appendix) of the expectations of the program, a copy of which is held by the pre-service teacher within their professional practice folder and a copy submitted to the Professional Experience office. Early Childhood teachers have serious legal responsibilities that can be fulfilled only through the adoption of a professional code of practice. The same high standard is expected of pre-service teachers. They are expected to be courteous, cooperative and punctual.

Pre-service teachers:
- Should make a full commitment to the practicum, giving it precedence over outside employment.
- Should aim to be at the early childhood service/school at least half an hour before the service opens to receive children (only when rostered on “early/open” shift in long day care). If a pre-service teacher realises he/she will be late on a particular day, the Supervising teacher and/or Early Childhood Director/School Professional Experience Coordinator should be informed as early as possible.
- Should remain after early childhood service/school closes (only when rostered on “late/close” shift in long day care) until the Supervising teacher has had the opportunity to discuss any work completed during the day.
- Should recognise their professional responsibilities to fellow educators and caregivers in the early childhood setting/primary school. They should seek information about setting/school’s policies such as car parking arrangements, use of facilities, payment for morning tea, attendance at extra meetings (both inside and outside general business hours), first aid procedures and so on.
- Are expected to observe and participate in the ongoing daily work of their Supervising teacher and to undertake similar duties, including after-hours parent or staff meetings, during their stay at the early childhood setting/primary school.
- Should exercise their initiative when it comes to performing extra duties that will make their early childhood setting/primary school classroom operate a little more effectively; and
- Should demonstrate their professionalism in their ability to retain confidential information about children or others, and at no time are they to discuss confidential matters outside the early childhood setting/primary school.
Building positive and effective relationships form the basis of early childhood professional practice. Attention must be given to developing positive and respectful relationships throughout the professional experience setting.

Relationships between the pre-service teachers and:
- the children and their families;
- their Supervising teacher;
- other staff members and peers in the setting;

are absolutely essential to the early childhood settings/primary school's quality and effective operation. Pre-service teachers are therefore expected to demonstrate professional and ethical behaviour at all times.

PLACEMENT REQUIREMENTS

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

Whilst it is recognised that childcare centre placements may be restricted, every effort is made to ensure that the pre-service teachers experience a range of childcare settings. It is important to note that in Levels 3 & 4 pre-services teachers are not to undertake:
- a placement in the same grade on two different occasions;
- OR
- a placement at a school where close family members, such as children, participate in the educational program.

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

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

HOURS

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

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

Pre-service teachers are entitled to a minimum of one tea break each day included in the contact hours. Breaks are to be organised with the permission of the Supervising teacher/Director.

Pre-service teachers are **required to complete at least 3 “early” (opening of service) and 3 “late” (closing of service) shifts when on placement in long day care.** This enhances the pre-service teachers understanding of the early childhood industry, facilitates programming, environmental management and provides the opportunity to meet parents at drop off and pick up times. All other attendance is expected to conform to the Supervising Teacher’s own rostered shifts.

**PRESCHOOL/PRIMARY SCHOOL**

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

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

**SUPPORT**

**ACU Library**

Pre-service teachers are encouraged to continue to use the ACU Library throughout their professional experience period. The Library takes into account the dates of professional experience, but because of the limited staff budget it is not possible to open the Library at dates that suit everyone. It is important that pre-service teachers on professional experience check the Library’s opening hours – these are publicised on handouts and the website.

Pre-service teachers on professional experience are permitted to borrow ordinary items (i.e. items on a two-week loan) for the duration of the placement, but all other library conditions remain unchanged. If library staff identify, however, that an extended loan of particular items is likely to cause significant inconvenience to other library users, these items will be subject to standard loan conditions. On rare occasions library staff may set individual loan conditions. During the mid-year professional experience period in June and July, priority is given to Level 3 pre-service teachers completing their placements outside the ACT. The library establishes and publicises “professional experience loan dates”. It is the pre-service teacher’s responsibility to check that the loan period for which items are issued corresponds with that of the placement period.

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

Pre-service teachers should take particular care of borrowed library items and are asked not to lend them to other people. Pre-service teachers completing their professional experience outside Australia should not take library items with them.
ACU Tertiary Supervisor
Each pre-service teacher will normally receive one visit from an ACU Tertiary Supervisor during the block practicum. Pre-service teachers should contact the Professional Experience Office immediately if they are experiencing difficulties or have any concerns relating to their placement. It is ESSENTIAL assistance/advice is sought as early as possible if there are concerns/difficulties.
The ACU Tertiary Supervisor’s visit is to support the Pre-service teacher and may include the following:

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

Generally, this visit will include:

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


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

**CHILD PROTECTION AND MANDATORY REPORTING**

ACU Pre-service teachers do not have duty of care. At NO TIME should they be left unsupervised whilst on placement during the Professional Experience Days or Block Practicum.

All Level 2 Pre-service teachers are expected to complete the scheduled Protective Behaviours workshop held during the first semester.

All level 2 pre-service teachers will complete an accredited Child Protection and Mandatory Reporting workshop as a component of EDFD261 Creating Inclusive, safe and supportive schools.

**EMERGENCY CONTACT**

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

**Relief work in child care centres**

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

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

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

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

- Influenza/Swine Flu and
- Hepatitis A & B.
The following additional immunisation may also be taken:

- Meningococcal C.

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

INSURANCE

The Early Childhood Professional Experience Office should be notified immediately if a Pre-service teacher is involved in an accident during the placement. Please refer to the letter included in the practicum booklet regarding insurance cover for professional experience in Australian schools and early childhood settings. Pre-service teachers intending to complete their professional experience in an international setting are advised to ensure they have adequate travel and medical insurance. Please contact the Professional Experience Office for further details.

Pregnancy

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

Occupational Health and Safety (OH&S)

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

**ACU Pre-service teachers do not have duty of care and should not be left in sole responsibility of children either indoors or outdoors.** They are not counted in staff/child ratios at any time (see below for further information relating specifically to child care centres).

Pre-service teachers must be given adequate opportunity to become familiar with the early childhood setting’s/school’s policies concerning illness (e.g. cold sores, conjunctivitis, colds and influenza). If a Pre-service teacher has any broken skin, cuts or sores they must be covered. Hygiene procedures are to be adhered to at all times (e.g. guidelines for hand washing procedures; meals; dental care; cleanliness and the wearing of gloves) and when outdoors sunscreen should be applied and a hat worn.
1. COMMITMENT TO PROFESSIONAL CONDUCT

To be completed, signed and submitted to the relevant ACU Professional Experience Program Office BEFORE commencement of EACH and every Professional Experience placement (including any single days and/or preparation visits).

I, ______________________ agree to the following commitment concerning my ACU Professional Experience participation. I will undertake my _________________________ placement at __________________________________________ (Placement) under the supervision of (If known) ________________ from _________ to ____________.

I have read the Fitness to Teach Guidelines and understand my responsibilities in relation to the requirements of the Professional Experience Program I am undertaking (PEP). I understand that failure to comply with these Commitments may constitute misconduct. I acknowledge that Professional Experience takes place at set times during the year and cannot be altered unless prior permission is granted.

I will meet the requirements of the Placement and the PEP. Without limiting those requirements, I will use all reasonable endeavours to: (please initial each point)

- obtain prior written approval for any placement amendment, including withdrawal;
- attend all Professional Experience briefing sessions and complete any tasks (including online if applicable) associated with Professional Experience;
- attend the Placement for all hours as required by the PEP guidelines;
- complete all duties and tasks required by the PEP guidelines at the Placement;
- conduct myself professionally at all times including by prioritising placement over external work commitments; refraining from commenting on social media or using mobile devices inappropriately; dressing appropriately; being punctual and ensuring courteous, respectful interactions with staff, parents and students;
- make myself familiar and comply with the Placement requirements, policies and procedures in relation to conduct, workplace health and safety, privacy, confidentiality and any other relevant policy and procedures;
- wear an ACU name badge (if required) and carry mandatory documentation at all times;
- notify the Supervising Teacher and the ACU Professional Experience Office and, if required, the Professional Experience Coordinator/ Lecturer in Charge (LIC) as soon as possible if unable to attend due to illness, or involvement in an accident or other incident while on placement;
- notify the Supervising Teacher and ACU Professional Experience Office and the Professional Experience Coordinator /LIC of any personal or health issues that may impact on the PEP, whether the issues are existing or arise during the placement;
- ensure I maintain and keep up to date all professional documentation and assessment as required, and have this available at all times for my Supervising Teacher and Tertiary Supervisor.
- follow all policies and procedures as set out in the ACU PEP guidelines, booklets and the relevant unit outline;
- maintain the required level of contact with the Professional Experience Office and (if applicable) my nominated ACU Tertiary Supervisor during the PEP, contacting them as soon as possible and in any event no later than within one work-day if any problems arise; and
- submit and/or have ready for review all assessment items as stipulated by the unit outline/Professional Experience guidelines.

I acknowledge that I must gain a satisfactory level of achievement to pass the PEP, as assessed in reports submitted by the Supervising Teacher and the Tertiary Supervisor and must also pass any other required assessment tasks.

Pre-service Teacher: ___________________________ Student No.: ______________
Signature: ________________________________ Date: ________________
Received by: ______________________________ Date: ________________
1A. FITNESS TO TEACH GUIDELINES
Expectations and responsibilities relevant to all Pre-Service Teachers undertaking a Professional Experience Program

The Australian Catholic University School of Education is committed to providing strong, non-discriminatory and tailored support to all Pre Service teachers to enable them to achieve their potential and career objectives. The School of Education is further committed to making reasonable adjustments to teaching and learning, assessment, the Professional Experience Program (PEP) and other activities in order to address the impact of students’ disabilities so that they are able to participate successfully in their course.

All of ACU’s teacher education courses feature periods of mentored, continuous fulltime Professional Experience Placements in centres, schools or other educational contexts. Pre Service Teachers (PST), including those with special needs, are required to fulfil certain requirements designed to establish their fitness to teach. These requirements are set out in National and State/Territory accreditation protocols for teacher education courses. These regulatory protocols will be taken into consideration when decisions regarding modifications to Professional Experience are being considered.

The following guidelines have been developed by the Faculty of Education and Arts and set out the expectations and responsibilities for Pre-service Teachers (PST) in relation to meeting mandatory teaching requirements. These guidelines must be read in conjunction with the Professional Experience documentation relevant to the degree program for which a PST is enrolled:

- It is the responsibility of each PST to disclose any pre-existing conditions (including physical and mental health conditions, disabilities, or disorders) that impact, or are likely to impact their capacity to meet PEP requirements as stipulated in their degree program.

- Where adjustments may be required for the PST to meet the mandatory requirements of the program, it is recommended that they register with Disability Services on their relevant campus as soon as possible. Disability Services will work with the student in consultation with the PEP / Course Coordinator to determine reasonable adjustments that can be made.

- Should the PST develop a condition that is likely to impact their capacity to fulfil any of the Professional Experience requirements, it is the responsibility of the PST to notify the Professional Experience Office or PEP Coordinator and Course Coordinator immediately.

- Where adjustments are required, it is the PST’s responsibility to meet with relevant staff, including the Course Coordinator and PEP Coordinator, with appropriate lead in time prior to commencing placement. Only in exceptional cases and in relation to conditions that have arisen suddenly, would it be acceptable for the PST to provide less than one month’s notice of required adjustments.

- Due to the varying nature of each placement, the PST will meet with Disability Services to review the agreed adjustments as and when required.

- When on placement the PST is responsible for maintaining their own wellbeing and safety, and that of the children under their care with respect to their role and the placement requirements.

- If an issue arises in relation to a PST’s Fitness to Teach, the PST may be required to submit evidence including medical or other formal documentation to support and/or demonstrate their fitness to complete the requirements of the Professional Experience teaching component of the degree program in which they are enrolled.
2. CHECKLIST FOR PRE-SERVICE EARLY CHILDHOOD STUDENTS

I have:

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

☐ regularly checked my student email and LEO/Moodle for messages.

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

☐ completed an Working with Vulnerable People’s check / and other states checks where relevant.

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

☐ contacted my ACU Tertiary Supervisor prior to the block practicum.

☐ collected my identification badge and / or hat or Uniform shirt (Note: please ensure that it is displayed at all times during the practicum).

☐ completed the Emergency Contact Form and handed it to the School Secretary in a sealed envelope at the commencement of the practicum.

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

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

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

### 3. SUGGESTED RECORD OF PARTICIPATION

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

<table>
<thead>
<tr>
<th>Centre Routines</th>
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</thead>
<tbody>
<tr>
<td>Assist in preparation of children to fully participate in program activities</td>
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<tr>
<td>Interact with the children in a way which conveys respect and nurturing</td>
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<tr>
<td>Maintain attendance records of children participating in the Early Childhood Program.</td>
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<td>Attend to the daily routines of the child in your care, including:</td>
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<td>changing nappies,</td>
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<td>changing soiled clothing, and</td>
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<tr>
<td>washing hands</td>
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<td>sleeping</td>
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<td>Maintain a safe environment based on safety standards set by the program, including:</td>
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<td>application of sunscreen</td>
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<td>Help other staff in preparing meals for children as required</td>
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<tr>
<td>Assist in the cleaning and straightening of the child care rooms at the end of the day,</td>
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<td>Assist in putting away any outside equipment</td>
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<td>Other activities:</td>
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<td>Play</td>
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<td>Play with children; this will often mean getting down on the floor to interact with them</td>
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<tr>
<td>RECORD OF PARTICIPATION</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Provide activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the development levels of the children</td>
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<tr>
<td>Assist in the selection of books, equipment and other instructional materials appropriate for the early childhood program</td>
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<td>Work cooperatively and effectively as a team member by communicating and contributing information on a continuous basis</td>
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<td>Prepare activity sequence notes</td>
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<tr>
<td>Observe and document children’s activities</td>
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<td>Reading stories</td>
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<td>Assist with gross motor activities</td>
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<td>Accompany Associate Educators on excursions</td>
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<td>Other activities:</td>
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<td>Parent &amp; Family Partnerships</td>
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<td>Create a display of children’s activities</td>
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<tr>
<td>Maintain open, friendly, and cooperative relationship with each child’s family and encourage their involvement in the program</td>
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<tr>
<td>Attend Staff, Parent or Committee meetings</td>
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<tr>
<td>Liaise with parents and other primary care-givers</td>
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<td>Professional Development</td>
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<td>Continue professional development through attending ACU workshops,</td>
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</table>

Reference:
SCHOOL SETTINGS (Level 3 & 4). Please remember that these are only suggested tasks. You are asked to assist the teacher/s in any way that is necessary and appropriate. This checklist may form the basis of your own self-assessment with respect to your developing competency and skill levels.

<table>
<thead>
<tr>
<th>RECORD OF PARTICIPATION</th>
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</thead>
<tbody>
<tr>
<td><strong>Classroom activities:</strong></td>
</tr>
<tr>
<td>✓ Assist in preparation of children to fully participate in classroom activities</td>
</tr>
<tr>
<td>✓ Interact with the children in a way which conveys respect</td>
</tr>
<tr>
<td>✓ Implement positive classroom management strategies with students</td>
</tr>
<tr>
<td>✓ Consistently reinforce classroom expectations and rules</td>
</tr>
<tr>
<td>✓ Assist with monitoring student progress in set tasks (e.g.: handwriting)</td>
</tr>
<tr>
<td>✓ Assist teacher with employing information technology during learning experiences</td>
</tr>
<tr>
<td>✓ Learn how to implement a technology tool (e.g. ‘ActivInspire’). Reflect on its application to teaching and learning</td>
</tr>
<tr>
<td>✓ Plan and implement a small group learning opportunity</td>
</tr>
<tr>
<td>✓ Create a display of children’s activities</td>
</tr>
<tr>
<td>✓ Read stories/poems to whole class and/or small group</td>
</tr>
<tr>
<td>✓ Work cooperatively and effectively as a team member by communicating and contributing information</td>
</tr>
<tr>
<td>✓ Assist in the selection of books, equipment and other instructional materials</td>
</tr>
<tr>
<td>✓ Assist in collecting and putting away sporting equipment</td>
</tr>
<tr>
<td>✓ Observe Supervising teacher implementing assessment strategies (e.g. running records)</td>
</tr>
<tr>
<td>RECORD OF PARTICIPATION</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>School and community activities:</td>
</tr>
<tr>
<td>Photocopy/prepare lesson materials</td>
</tr>
<tr>
<td>(Other classroom activities)</td>
</tr>
<tr>
<td>Attend Staff, Parent or Committee meetings</td>
</tr>
<tr>
<td>Accompany Supervising Teachers on excursions</td>
</tr>
<tr>
<td>Accompany teacher on duty</td>
</tr>
</tbody>
</table>

| Professional Development: | | | | | | | | |
| (e.g. maths in-service after school) | | | | | | | | |

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

Pre-service teachers are requested to complete this form, place it in a sealed envelope marked 'confidential' and then, on the first day of professional experience, leave it with the Early Childhood Setting’s Director or the Primary School’s Secretary for the duration of the practicum. Pre-service teachers can collect the form on the last day of the practicum.

In case of an emergency, the school will contact the designated person(s).

Pre-service Teacher’s Name: ____________________________________________

Contact Person(s) Name: 1 ____________________________________________
2 ____________________________________________

Phone Number(s): 1 ____________________________________________
2 ____________________________________________

In case of an emergency, I ____________________________________________ give the school where I (Pre-service teacher)
am placed for professional experience, permission to seek medical assistance or call an ambulance as deemed necessary.

Pre-service Teacher’s Signature: __________________ Date: __________

Medicare Number: ____________________________________________
Ambulance Subscription: ____________________________________________
Name of Doctor: ____________________________________________
Phone No: ____________________________________________

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

The above information is confidential. The Pre-service teacher at the conclusion of the professional experience should collect this form.
6. NOTIFICATION OF ABSENCE

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

After an absence from school, Pre-service Teachers should complete this form and fax to the ACU Early Childhood Professional Experience Office on 6209 1213.

ATTENTION EARLY CHILDHOOD PROFESSIONAL EXPERIENCE OFFICER

PRE-SERVICE STUDENT’S NAME: ________________________________________
LEVEL: ______________ SETTING / SCHOOL: ______________________________________
DATES ABSENT: __________________________________________________________

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

________________________________________________
________________________________________________
________________________________________________

Signed:

Supervising Teacher: ______________________________________
Pre-service Teacher: ______________________________________
Date: __________________________
APPLICATION TO REQUEST VARIATION TO PROFESSIONAL EXPERIENCE

Approval of such applications will only be granted to students due to exceptional and unforeseen circumstances beyond their control.

Name of Pre-Service Teacher (student)................................................................. ID..................
Course and Year level..........................................................................................................

Requested changes:
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

Reason:
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

Evidence to support above attached yes  no

Centre/School approval obtained yes  no

Centre/School
name.............................................................................................................................

Director/Professional Experience Coordinator: Name and
Signature.................................................................................................Date..................

Supervising Teacher: Name and
Signature.................................................................................................Date..................

Date request lodged with Professional Experience
Office........................................................................................................

This application has been Approved Rejected

Professional Experience Officer
Signature.................................................................................................Date..................

A copy of this form must be retained by the Pre service teacher and kept within their professional practice folder. A copy will also be provided to the professional experience setting.
9. REFLECTIVE PRACTICE GUIDE

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

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

In relation to specific areas of learning:

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

The Early Childhood Professional Experience Program aims to provide opportunities for pre-service teachers to apply and reflect on a diverse range of professional practices appropriate for children in early childhood settings. Through participation in a developmental sequence of professional experiences appropriately positioned throughout the course pre-service teachers come to appreciate the complexities of the early childhood environment and the commitment and responsibility required for entering the early childhood profession.

The process for Pre-service teachers to obtain permissions to complete their professional experience program within the setting is:

1. Should the development of an individual child development portfolio be required, the pre-service teacher must;
   a. first select a “focus child”,
   b. then discuss their proposed observation and visual recording of the child with their Supervising Teacher before approaching the focus child’s parents for permission
   c. the Pre-service teacher must obtain signed consent from the child’s parent/guardian prior to the commencement of the focus child’s development portfolio using the ACU Focus Child permission form.

2. If the Pre-service teacher wishes to include photographic documentation of any child in the practicum setting they must use the ACU Focus Child permission form and
   a. Obtain approval from the Director or Principal for the Early Childhood Professional Experience Program
   b. Inform the parent of the Early Childhood Professional Experience Program activity
   c. Obtain the parent/guardian’s consent for the activity.

PRIVACY STATEMENT

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

All Ethics documentation will be made available through the Early Childhood Professional Experience Office.
11. PROFORMAS

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

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

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

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

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

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

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

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

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

**What Happened:**

**What does this mean?** The learning that occurred...

**Possible Planning:**

**Evaluation:**

**Parent Comment:**

*N.B. Parental Permission to undertake observations must first be obtained using the university form provided.*
Learning Experience Planning Guide – Early Childhood Settings (Levels 1 & 2)

<table>
<thead>
<tr>
<th>Relevant Curriculum Area/s</th>
<th>Date</th>
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<tbody>
<tr>
<td>EYLF/Aust. National</td>
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<tr>
<td>Curriculum</td>
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<tr>
<td>specify e.g. Language</td>
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<thead>
<tr>
<th>Experience Topic</th>
<th>Age Range</th>
<th>Duration</th>
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<tbody>
<tr>
<td>specify e.g. Language –</td>
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<td>discussion group with</td>
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<td>emphasis on speaking and</td>
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<tr>
<td>listening skills.</td>
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<thead>
<tr>
<th>Rationale</th>
<th>Specify when you will implement experience, time taken, expected start/finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why have you planned this experience? State the reason for the experience.</td>
<td></td>
</tr>
<tr>
<td>Use your observations of the child(ren) and your knowledge of child development &amp; curriculum frameworks.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience Outcome/Objective(s)</th>
<th>Link to curriculum framework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the main focus of the experience for the child(ren). Clearly and concisely state exactly what the child(ren) will do. Specify the knowledge, skill, attitude and learning to be measured and achieved.</td>
<td></td>
</tr>
<tr>
<td>How does above connect to the Early Years Learning Framework (DEEWR, 2009a)/ACT Every Chance to Learn (ACT DET, 2008)?</td>
<td></td>
</tr>
</tbody>
</table>

| Indicators | How will above outcomes/objective(s) be demonstrated by the child? How will you know if the objective has been achieved? What types of behaviours would you expect to see? Link to assessment strategies, attainment of indicators provides evidence the objective/outcomes have been achieved. |

<table>
<thead>
<tr>
<th>Pre-requisites (prior knowledge, skills, etc.)</th>
<th>How will this experience be connected to other learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What skills/abilities/knowledge do the children need to participate meaningfully and successfully in this experience? What happened before this experience? How is this connected to other learning?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation and Resources</th>
<th>How do you plan to implement this experience in an organised and streamlined manner?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What materials/equipment/resources do you need to effectively implement this experience in an organised and streamlined manner? Are they available, and in good working order? Do you need to improvise and create alternatives?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY PROCEDURE</th>
<th>How will you organise the use of space, equipment, materials, time, people in implementing this experience?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Introduction/Focusing Activity</th>
<th>EVALUATION to be done AFTER implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you begin? How will you invite children to participate/become involved? When? What will you do/say?</td>
<td>Achievement of learning outcomes Did the children achieve the outcomes/objective(s) you set? Why/why not? Did they demonstrate the indicators? Why/why not? Specify, cross reference to your observations.</td>
</tr>
<tr>
<td>Experience development</td>
<td>Catering for individual differences, learning styles, and special needs Did this experience suit the children involved? Why/why not? What changes are needed to better cater for these children? Specify, cross reference to your observations.</td>
</tr>
<tr>
<td>How will you engage the children?</td>
<td>Resource Appropriateness Were the resources used appropriate to the children’s abilities and interests? Why/why not? Specify.</td>
</tr>
<tr>
<td>What will you do/say?</td>
<td>SELF EVALUATION YOU as a teacher – were your teaching strategies effective and appropriate? Why/why not? Specify what worked well and what could be done differently next time. Cross reference to your reflective journal.</td>
</tr>
<tr>
<td>How will you guide/support/encourage them?</td>
<td></td>
</tr>
<tr>
<td>What teaching strategies/techniques will you employ?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>ASSESSMENT PROCEDURES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you end the experience? When? What will you do/say? How will you pack up the experience, how will the children assist in this?</td>
<td>How will you document the children’s involvement/engagement with this experience? What kind of evidence will you gather to demonstrate this? E.g. anecdotal observation, work sample, photo etc. *permission needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPERVISING TEACHER EVALUATION</th>
<th>Further development/follow up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written feedback following observation of implemented learning experience. Note points for improvement as well as areas of strength.</td>
<td>To be completed after discussion between Supervising teacher and Pre-service teacher Note ideas to further support/build on the interests, needs demonstrated by the children during this planned experience.</td>
</tr>
<tr>
<td>Relevant Curriculum Area/s EYLF/ANC</td>
<td>Date</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Experience Topic specify</td>
<td>Age Range</td>
</tr>
<tr>
<td>Rationale</td>
<td>Duration</td>
</tr>
<tr>
<td>Experience Outcome/Objective(s)</td>
<td></td>
</tr>
<tr>
<td>Pre-requisites (prior knowledge, skills, etc.)</td>
<td></td>
</tr>
<tr>
<td>Preparation and Resources</td>
<td></td>
</tr>
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### ACTIVITY PROCEDURE

<table>
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</thead>
<tbody>
<tr>
<td>Experience development</td>
<td>Achievement of learning outcomes</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Catering for individual differences, learning styles, and special needs</td>
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</table>

### ASSESSMENT PROCEDURES:

<table>
<thead>
<tr>
<th>Supervising Educator Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Self Evaluation</td>
<td>SELF EVALUATION</td>
</tr>
</tbody>
</table>

### Further development/follow up
12. GENERAL REPORTS

## Professional Experience at Risk Report (Level 2 /EDFX217)

<table>
<thead>
<tr>
<th>PRE-SERVICE TEACHER NAME:</th>
<th>Student No:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

### AGE RANGE IN ROOM:

### CHILDCARE SETTING DETAILS:

- **Name of centre:**
- **Preferred business phone contact:**
- **Fax:**
- **Preferred e-mail contact:**
- **Director/Supervising Teacher:**

C = concern  S = satisfactory  E = excellent

### PROFESSIONAL KNOWLEDGE

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>KNOWLEDGE</th>
<th>C</th>
<th>S</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>STANDARD 2 – Know the content and how to teach it</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>202</td>
<td>Provide care for children <a href="#">CHCECE003</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>204</td>
<td>Foster the holistic development and wellbeing of the child in early childhood <a href="#">CHCECE017</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PROFESSIONAL PRACTICE:

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>PRACTICE</th>
<th>C</th>
<th>S</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>STANDARD 3 – Plan for and implement effective teaching and learning</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>303</td>
<td>Design and implement the curriculum to foster children’s learning and development <a href="#">CHCECE024</a></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>304</td>
<td>Implement and promote inclusive policies and practices in children’s services <a href="#">CHCIC511</a></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td><strong>STANDARD 4 – Create and maintain supportive and safe learning environments</strong></td>
<td></td>
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<tr>
<td>401</td>
<td>Identify and respond to children and young people at risk <a href="#">CHCPRT001</a></td>
<td></td>
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<tr>
<td>405</td>
<td>Establish and implement plans for developing cooperative behaviour <a href="#">CHCECE020</a></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td><strong>STANDARD 5 – Assess, provide feedback and report on student learning</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>501</td>
<td>Establish and maintain a safe and healthy environment for children <a href="#">CHCECE016</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>504</td>
<td>Observe children and interpret observations <a href="#">CHCPR614</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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[1] Australian Catholic University Limited, ABN 15 050 192 660
[2] Canberra Campus, 223 Antill St, Watson, ACT 2602 Australia, PO Box 256 Dickson, ACT 2602 Australia
[3] CRICOS registered provider: 00004G
### PROFESSIONAL ENGAGEMENT:

<table>
<thead>
<tr>
<th></th>
<th>STANDARD 6 – Engage in professional learning</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Reflect on and improve own professional practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>601</td>
<td>CHCORG428A</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>STANDARD 7 – Engage professionally with colleagues, parents/carers and the community</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>702</td>
<td>HLTHIR403C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Work in partnership with families to provide appropriate education and care for children</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>703</td>
<td>CHCECE026</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action taken:

- Pre-Service Teacher: ___________________________________________________________
- ACU Tertiary Supervisor: _____________________________________________________
- Supervising Teacher: __________________________________________________________

---

Australian Catholic University Limited, ABN 15 050 192 660
Canberra Campus, 223 Antill St, Watson, ACT 2602 Australia, PO Box 256 Dickson, ACT 2602 Australia
CRICOS registered provider: 00004G
### Professional Experience at Risk Report (Levels 2 / EDFX218)

**PRE-SERVICE TEACHER NAME:**

**Date:**

**Student No:**

**AGE RANGE IN ROOM:**

**SCHOOL SETTING DETAILS:**

Name of Preschool setting:

Preferred business phone contact: Fax:

Preferred e-mail contact:

Professional Experience Coordinator / Supervising Teacher:

<table>
<thead>
<tr>
<th>C = concern</th>
<th>S = satisfactory</th>
<th>E = excellent</th>
</tr>
</thead>
</table>

#### PROFESSIONAL KNOWLEDGE

1. **STANDARD 1 – Know children and how they learn**
   - 102 Provide care for children (CHCCN302A)
   - 103 Interact effectively with children (CHCIC301E)
   - 105 Support emotional and psychological development in early childhood (CHCFC504A)

2. **STANDARD 2 – Know the content and how to teach it**
   - 202 Support the development of children (CHCFC301A)
   - 204 Foster cognitive development in early childhood. (CHCFC505A)

#### PROFESSIONAL PRACTICE:

3. **STANDARD 3 – Plan for and implement effective teaching and learning**
   - 303 Design, implement and evaluate programs and care routines for children (CHCPR510B)
   - 304 Implement and promote inclusive policies and practices in children's services (CHCIC511A)
   - 305 Plan and implement inclusion of children with additional needs (CHCIC512A)

5. **STANDARD 5 – Assess, provide feedback and report on student learning**
   - 501 Establish and maintain a safe and healthy environment for children (CHCCN511B)
   - 504 Observe children and interpret observations (CHCPR614D)

#### PROFESSIONAL ENGAGEMENT:

6. **STANDARD 6 – Engage in professional learning**
   - 601 Reflect on and improve own professional practice (CHCORG428A)
<table>
<thead>
<tr>
<th>STANDARD 7 – Engage professionally with colleagues, parents/carers and the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>702 Work effectively with culturally diverse clients and co-workers (HLTHIR403C)</td>
</tr>
<tr>
<td>703 Work in partnership with families to provide appropriate care for children (CHCRF511A)</td>
</tr>
</tbody>
</table>

**Action taken:**

---

Pre-Service Teacher: ____________________________________________

ACU Tertiary Supervisor: __________________________________________

Supervising Teacher: ____________________________________________ 2015
## ACU EARLY CHILDHOOD TERTIARY SUPERVISOR’S – LEVEL 2 REPORT

<table>
<thead>
<tr>
<th>Pre-service Teacher:</th>
<th>Student No.:</th>
</tr>
</thead>
</table>

Early Childhood Education and Care setting:

Age Range:

Date:

### Observed learning experiences:

<table>
<thead>
<tr>
<th>Concern</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Professional Knowledge: Teaching Strategies**

<table>
<thead>
<tr>
<th>Concern</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Professional Practice: Practicum folder: planning and observations, required tasks and documentation**

<table>
<thead>
<tr>
<th>Concern</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Professional Engagement: Team work**

<table>
<thead>
<tr>
<th>Concern</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
</table>
### ACU EARLY CHILDHOOD TERTIARY SUPERVISOR’S – LEVEL 2 REPORT CONT’D

<table>
<thead>
<tr>
<th>Strategies for improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>General Comment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Pre-service educator Progress:**

- Satisfactory ☐
- At Risk ☐

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

**Pre- Service Teacher:** ________________________________ Date:

**ACU Tertiary Supervisor:** ________________________________ Date:

**Supervising Teacher:** ________________________________ Date:

Please return the original report to the ACU Early Childhood Professional Experience Office and a copy to the Pre- Service Teacher (student).
13. COMPETENCIES FOR LEVELS 1 & 2, 3 & 4

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

The context for the professional experience includes an early childhood service catering for children birth to age two in the first year of the degree, a community agency and an early childhood service catering for children three to five years in the second year of the program. Early childhood curriculum and pedagogical approaches, theory and research presented during campus based and online learning experiences will be considered and applied during this weekly and extended supervised professional experience within an early childhood setting.

The various competency requirements of the Diploma (CHC50908) of Children’s Services (Early Childhood Education and Care) is embedded within the Early Childhood Education course. For example the pre-service early childhood educators will undertake and document their participation in a series of scaffolded practical tasks that are associated with the various competencies within the Diploma (CHC50908) of Children’s Services (Early Childhood Education and Care) during both single day and block field-based placements. Field-based mentoring will support this professional participation in the field and online resources as well as continuing support from the University supervised professional experience and academic staff. Documentation of professional participation, analysis and reflection will include the use of both text based and multimodal forms and be collated within a professional E-portfolio. Assessment of competencies will be undertaken through assessment tasks associated with the academic and professional experience units.

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

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

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Beginning Educator (Levels 1 and 2)</th>
<th>Beginning Teacher (Levels 3 and 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Knowledge</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Standard 1 - Know the children and how they learn</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Standard 2 - Know the content and how to teach it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Practice</td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td></td>
<td>Professional Engagement</td>
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</tr>
<tr>
<td>6</td>
<td>Standard 6 – Engage in professional learning</td>
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</tr>
<tr>
<td></td>
<td>Standard 7 – Engage professionally with colleagues, parents/carers and the community</td>
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</tbody>
</table>
REFERENCES


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

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