

## WORKBOOK

Preservice Teacher's Name \_\_\_\_\_

Placement Setting \_\_\_\_\_

Associate Teacher/s \_\_\_\_\_

Director \_\_\_\_\_

### INTRODUCTION

Professional Experience 1 is a 20 day program designed to extend the preservice teacher's insight into the operation of early childhood services and provide scope for teaching development. It offers students an opportunity to observe, plan, implement and reflect upon experiences for preschool aged children; to implement quality environments in the healthy development of young children; and to develop interpersonal engagement with child care staff, parents, families and the community. It is preservice teachers' first professional experience in an early childhood setting for children under 5.

It is essential that this document is read in conjunction with the General Handbook.

### PROFESSIONAL EXPERIENCE 1: OBJECTIVES

Upon successful completion of this professional experience preservice teachers should:

1. Be able to apply academic knowledge and principles to the 3-5 years setting
2. Have the capacity to use records of individual children's learning and interests as a basis for planned experiences
3. Be able to demonstrate knowledge of planning, implementing and evaluating learning experiences for children aged 3-5 years based on individual capacities and interests
4. Be able to demonstrate the ability to initiate and sustain positive and sympathetic contacts with young children on an individual basis
5. Be able to demonstrate the necessity of abiding by the regulations and quality assurance procedures that apply to settings for children aged 3-5 years
6. Be able to demonstrate skills in making resources to enhance the learning and development of 3-5 year old children
7. Be able to demonstrate skills of linking child development theory to early childhood practices and programs for 3-5 year olds

8. Be able to demonstrate a developing understanding of the roles of the professional, parents and communities in early childhood services
9. Show the ability to use reflective practice in their work with children
10. Have competently employed classroom and behaviour management practices appropriate to children aged 3-5
11. Understand transition issues relevant to children aged 3-5
12. Successfully complete 20 days of professional experience

In the current session, the preservice teacher is usually completing studies in:-

EMC204 :Play and Investigation as Curriculum (Science & Mathematics)

EMC205 : Interrogation of Curricula and Pedagogies

EMA101: Communication through Arts : Birth to Early Stages

In previous sessions, the preservice teacher will have completed studies in child development; observation, assessment and documentation; health and safety and early childhood curriculum for literacy.

If you have any queries or would like further information about this placement please contact the appropriate member of staff listed below :

Albury/Thurgoona		Bathurst		Dubbo	
(02) 6051 9885	Director	(02) 6338 4367	Co-ordinator	(02) 6885 7358	Co-ordinator
(02) 6051 9404	Assistant	(02) 6338 4442	Sub Dean	(02) 6885 7356	Assistant
(02) 6051 9424	Facsimile	(02) 6338 4454	Assistant	(02) 6885 7316	Facsimile
		(02) 6338 4134	Facsimile		
Postal Address	Professional Experience Office Murray School of Education Charles Sturt University  PO Box 789 Albury NSW 2640	Postal Address	Professional Experience Unit School of Teacher Education Charles Sturt University  Panorama Ave Bathurst. NSW 2795	Postal Address	Professional Experience Unit School of Teacher Education Charles Sturt University  Locked Bag 49 Dubbo. NSW 2830

## RETURN OF FORMS TO THE UNIVERSITY

On the last day of the professional experience, or as soon as possible thereafter, the associate teacher should return the following professional experience materials to the Professional Experience Office. All postal addresses can be located in the General Handbook or on the Professional Experience Website, <http://www.csu.edu.au/faculty/educat/pep/communicate/index.html>

- Preservice Teacher's Time Sheet
- Leave of Absence form
- Copies of Teaching/Learning Experience Feedback sheets
- Mid-session report; the original should have been given to the preservice teacher and a photocopy returned to the university
- Final Professional Experience Assessment Report – original to be returned to the university
- Associate Teacher Payment Claim Form
- Signed Record of Task Completion Form

**The associate teacher should also forward the following documents to the HR Service Centre, CSU Bathurst at the commencement of the placement:**

- Confidential Personal and Banking Details Professional Experience Program
- Tax File Declaration

## GRADING

At the end of the 2nd week of the professional experience, the Associate Teacher is required to complete the Mid Session Report in consultation with the university liaison officer and the preservice teacher and fax it to the Professional Experience Office. The original should be given to the preservice teacher and a copy sent to the Professional Experience Office at the end of the program. Associate teachers are asked to refer to the General Handbook for guidance when awarding any grade. It is absolutely essential that associate teachers are familiar with the procedures for dealing with a preservice teacher At Risk.

At the conclusion of the professional experience, the associate teacher should complete the Professional Experience Report in conjunction with the university liaison officer. The final grade for the professional experience will be determined by the Subject Coordinator, based on the rankings on the report.

**Professional Experience programs are assessed as:**

**SATISFACTORY (SY)** Preservice Teacher meets all requirements of the program at a satisfactory level

**UNSATISFACTORY (US)** Preservice Teacher does not meet all requirements at a satisfactory level

**GRADE PENDING (GP)** A GP may be awarded to a Preservice Teacher who has experienced illness or misadventure and has therefore been unable to complete their professional experience. Provided that progress had been satisfactory up to this time, the Professional Experience Director will negotiate an appropriate time with the Associate Teacher, service and Preservice Teacher for the completion of the professional experience. In some circumstances, it may be necessary to complete the professional experience in a new placement.

**NB: Grade Pending is determined on application by the student, so Associate Teachers need not concern themselves with this grade outcome.**

**ACADEMIC PROGRESS REGULATIONS.** Because it includes a professional experience component for your course - **Bachelor of Education (Early Childhood and Primary)** - this subject is regarded as an indicator of your professional suitability. A failure in the professional experience component will mean that you have not met an essential element of the Academic Progress Regulations. Should you fail the professional experience component of this subject you may be excluded from your course for up to three years, and you will be required

to re-apply for admission to the course because continuation after exclusion is not automatic. Should you experience any difficulties in the professional experience component of this subject and/or you have been identified as being “at risk”, it is strongly recommended that you immediately seek additional assistance and advice from your Associate Teacher, the Centre’s Director or delegated member of staff, University staff and/or the Professional Experience Director.

## IMPORTANT CONSIDERATIONS

### Ethical Considerations for Students Undertaking Professional Experience Programs as part of the Preservice Teacher Education Programs

**Preamble:** Often preservice teachers are required to undertake data collection in the form of lesson observations, interviews of teachers and or students and collection of samples of work while undertaking their Professional experience programs. Ethical approval through the University’s Ethics in Human Research Committee is not required for exercises that are not for the purpose of formal research or for publication in any form. However, such data collection exercises involving human participants do incur the same ethical obligation as research projects. Preservice teachers involved in these activities must adhere to the following principles:

- **Respect for persons.** *Preservice teachers must respect the rights and beliefs of individuals. For example, do not make public your judgements about the physical appearance or intellectual abilities of students in your classes. A guiding principle in all of your interactions with other people in your professional experience setting should be that respect for the dignity and well being of others takes precedence over the expected benefits to knowledge of the data collection you might engage in.*
- **Avoid doing harm.** *Preservice teachers must avoid doing harm which may be in the form of embarrassment or exploitation (e.g. taking copies of a teacher’s programs and using them without giving due recognition of the teacher’s work) or of a physical nature (e.g. expecting students to undertake physical testing) and exposing them to ridicule by their peers.*
- **Informed consent.** *Teachers, students and members of the school community must be informed of the nature of their participation and the uses to which the data they provide will be put. You should explicitly ensure you have their agreement to participate only after being made aware of the nature of the program. A participant’s right to withdraw without explanation at any time should be assured and honoured.*
- **Privacy and confidentiality.** *Preservice Teachers must respect the privacy of participants and avoid unnecessary intrusions. All information should be treated carefully and, where possible or promised, names and personally identifiable information should not be disclosed to others. For example, it is inappropriate to discuss information you might gather about any members of the school community – students, teachers etc –beyond the confines of the school or with those other than the people you initially stated when obtaining participants’ consent. Be mindful of legislation regarding taking photos of students.*
- **Security and integrity of data.** *All the information collected should be safely stored and not be used for other purposes. For example, samples of student work should normally have identifying information removed or disguised, should not be bandied around amongst your peers, nor should they be used in subject(s) other than those that you obtained consent for. At completion of the program, material should be destroyed.*
- **Academic and scientific standards.** *Preservice teachers must analyse and report their findings accurately, honestly and in compliance with accepted academic and scientific standards.*
- **Cultural sensitivities.** *Preservice teachers should articulate how they will work sensitively and respectfully with diverse populations that may include members of Indigenous, NESB communities and students from low socio-economic backgrounds. For example, preservice teachers will need to be familiar with the cultural nuances associated with these diverse groups – willingness to speak in groups, use of body language to convey meaning etc.*

If you have any concerns in relation to this matter, please don’t hesitate to contact the Professional Experience Director at CSU.

## Accident Insurance

The following advice has been provided by the Director of the Department of Finance, Division of Financial Services, and Charles Sturt University.

This is to confirm that university preservice teachers attached to Charles Sturt University are covered under insurance whilst they participate in university course-approved work placements and experience. Comprehensive personal, professional accident and liability insurance is available to all preservice teachers. Specific details are outlined in the Professional Experience Handbook.

Compensation shall be payable under these policies for injury caused by an accident that is not covered under any Worker's Compensation Act, Ordinance or Policy of Insurance.

Accidents occurring whilst in pursuance of the course should be reported by the preservice teacher within 48 hours to the Student Support Officer on their campus – phone numbers below.

<i><b>Bathurst</b></i>	<i><b>Wagga</b></i>	<i><b>Albury</b></i>	<i><b>Dubbo</b></i>	<i><b>Orange</b></i>
Room 2 Building C4, (02) 6338 4812	Building 20B, Wagga campus (02) 6933 2049	The Shed – Building 616 (02) 6051 9130	(02) 6855 7400	(02) 6365 7680

Car accidents, travelling to or returning from a teaching practice school or centre, or transporting children to an organised activity, should be claimed on Third Party Insurance.

CSU teacher education students should not transport school/EC service students in their car whilst undertaking professional placement.

Preservice teachers are advised that unless their cars have a special permit for use as a hire vehicle their Third Party Insurance Cover may be invalidated if they accept any monetary consideration for transporting other preservice teachers.

**This insurance does not cover students undertaking professional experience overseas.**

## Excursions

Preservice teachers on practice may be included in excursions at the discretion of the centre director or family day care coordinator. Clear arrangements should be made regarding responsibility for any excursion costs, which **ARE NOT** borne by the university.

## Difficulties and Obtaining Assistance

Preservice teachers who are experiencing difficulties should not "suffer in silence" but should make use of all personnel who are in a position to help. Following, in order, are the people who should be approached in the event of difficulties being experienced:

1. Associate teacher
2. Director
3. University Liaison Officer
4. University Subject Coordinator

If any serious problems arise, the student or associate teacher should contact the relevant Professional Experience Office immediately – as stated on Page 2 of this document.

### **Responsibilities as a Staff Member**

The preservice teacher should aim to become part of the staff as soon as possible by **taking the initiative** in offering to undertake responsibilities and extra-curricular activities.

Preservice teachers are regarded as being temporary members of staff and, accordingly, will observe the same conditions as teachers. For example, they should:

- \* Initial the Professional Experience Time-Sheet on arrival and departure each day
- \* Remain at the service during the prescribed hours
- \* Assist with duties undertaken by the associate teacher
- \* Assist with other service activities, such as staff meetings
- \* Abide by the established policy on matters of dress and grooming

### **Absences**

**Preservice teachers are expected to be in attendance for each day of professional experience and only in extreme cases of illness or misadventure will absence be accepted.** Preservice teachers will be required to make up any absent days in the same setting immediately following the prescribed time, **or** in their next placement in order to meet accreditation requirements. The additional days will be **organised by the Coordinator - Professional Experience.**

### **Legal Responsibility of Preservice Teachers in Early Childhood services**

The information below is an extract from the NSW Children's Services Regulation 2004. Under this regulation, preservice teachers would fall under the definition of a **volunteer**.

#### Use of volunteers

A licensee of a children's service may provide a children's service with the assistance of volunteers, but only if the volunteers:

- (a) in the case of a centre based or mobile children's service, supplement the Part 4 staffing requirements and are not counted (except for the purposes of clauses 78 and 79) in determining whether the required staffing levels have been met, and
- (b) are accompanied by primary contact staff whenever they are in the presence of children, and
- (c) are covered by appropriate insurance arrangements.

Clauses 78 and 79 as mentioned above are in relation to excursions, in which case the preservice teacher is allowed to be counted as part of staff:child ratios.

Similarly, Victorian Children's Service Regulations 2009 state that a volunteer:

- (a) cares for or educates children at the children's service only under the immediate supervision of the proprietor or a qualified staff member of the service.

## SUMMARY OF THE PROFESSIONAL EXPERIENCE 1 EXPECTATIONS

### 1. PRE- PLACEMENT

#### Making Contact

You should contact the service/centre director/coordinator/manager and your associate teacher to introduce yourself, organise arrival and departure times and discuss any other relevant information.

#### Requirements

- Make sure you are up to date with your child protection training and *Working With Children* checks
- Ensure your work or family commitments do not clash with placement requirements
- Ensure you have organised suitable transport to and from placement
- Check the dress code of the site you are attending and ensure you can comply

#### Preparatory Reading

The Australian Government Department of Education, Employment and Workplace Relations (DEEWR) has implemented significant reforms in early childhood education and care (ECEC) settings. These include the introduction of a national curriculum framework titled: *Belonging Being Becoming: The Early Years Learning Framework for Australia* (EYLF). Most child care centres and family day care schemes in Australia are in the process of implementing the EYLF.

Students will be expected to be familiar with this document and to draw on it in their planning for the placement as well as using it to:

- develop effective teaching practices,
- inform their assessment/documentation of individual children's learning,
- develop and implement teaching experiences for preschool aged children,
- support effective communication with parents and families.

The EYLF and associated documents, *EYLF Educators Guide*, *Fact Sheet*, *Information for Families*, can be accessed and downloaded from the DEEWR site

[http://www.deewr.gov.au/Earlychildhood/Policy\\_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx](http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx)

Additional resources are available from Early Childhood Australia:

<http://www.earlychildhoodaustralia.org.au/eylfpplp>

#### Professional Experience Goals: (see Appendix 1)

Before undertaking the professional experience, students should identify 3 goals that are related to the opportunities and expectations of EPT216 and develop strategies for achieving these goals.

- a) This must be written in draft for, **and discussed with the EPT216 Subject Co-ordinator** prior to the commencement of the professional experience. Students must share these with the associate teacher & university liaison person while undertaking the professional experience.
- b) The personal goals must be **finalised prior to the professional experience placement**. These will form the basis of the objectives the student plans to achieve during professional experience.
- c) Goals should be specific to the placement, expressed as outcomes, and include indicators of success that can be documented

## 2. PLACEMENT

### PART A: ATTENDANCE AND SUPPORT

- Preservice teachers must attend the full 20 days of placement.
- Hours worked should be negotiated with the associate teacher but should be 7<sup>1</sup>/<sub>2</sub> hours each day.
- Each preservice teacher **must** complete the university provided Timesheet daily and have it signed by the director/coordinator of the service.

In case of illness or misadventure, the preservice teacher should notify the associate teacher **before** the day begins and arrange to make up the missed days.

University Liaison Officer: You should ensure that you maintain contact with your university liaison officer

NAME: \_\_\_\_\_

CONTACT EMAIL: \_\_\_\_\_

TELEPHONE 1: \_\_\_\_\_ TELEPHONE 2: \_\_\_\_\_

CONTACT TIMES: \_\_\_\_\_

VISIT DATE/TIME \_\_\_\_\_ ALTERNATIVE \_\_\_\_\_

### PART B: TEACHING TASKS

#### 1. PROGRESSION OF TEACHING

Over this professional experience preservice teachers will need to move through the following sequence. This is an overview of your progression and required tasks on a weekly basis. Further information regarding planning formats and other requirements can be found in the following pages of this workbook.

##### Week 1:

- Introduce yourself to staff and children. Introduce yourself to parents by posting a short description of yourself and your work in the centre, with a recent photograph of your face, and by speaking informally with parents during arrival/departure times.
- Begin gathering information for a service profile (**see Appendix 2**). This can also be added to throughout the professional experience. Become familiar with and collect examples of the routines and programs of the service.
- Select two focus children of different ages in conjunction with the associate teacher. These children should attend the service on a number of days. Begin to collect observations of each child, informed by the EYLF Learning Outcomes 1 to 5, and Practice: Assessment for Learning (pp. 17-18). Set up a folder for each child. Speak with the associate teacher and other educators in the room about the child and seek permission to access child's existing records.
- Keep notes: make comments and compile records for the other children in the room, noting overall group interests to assist in planning whole group experiences.
- In consultation with your Associate Teacher begin planning two (2) free play experiences – one indoor and one outdoor, each to be set up all week in Week 2. Use a map or diagram of the indoor and outdoor learning environment to assist with planning. Plan for your own involvement in these

experiences as an educator, based on the “principles of early childhood pedagogy” (EYLF Practice, pp 14-16).

### Week 2:

- Implement your two (2) free play experiences for the week. Evaluate daily and modify the experience as necessary based on children’s engagement and interaction.
- Collect at least five (5) observations on each of your focus children including running records, anecdotes, learning stories, photographs (if applicable/authorised), transcripts of conversations or work samples as appropriate. These need to be analysed and interpreted.
- Continue keeping notes and comments to ascertain overall group interests.
- In consultation with your Associate Teacher, begin planning two (2) experiences for each of your focus children from any learning area. This can be individual or small group experiences – adult or child initiated – for any time of the day, e.g. free play, transition or routine. These will be implemented in Week 3.
- In consultation with your Associate Teacher, begin planning two (2) adult initiated whole group experiences. In the event that the service does not conduct whole group experiences implement two (2) adult initiated small group experiences. These will be implemented in Week 3.
- In consultation with your Associate Teacher, begin planning an alternative indoor and outdoor free play experience for implementation in Week 3.

### Week 3 :

- Complete more observations of your focus child and group interests to assist in planning experiences.
- Implement and evaluate your planned experiences - two (2) each for your focus children, two (2) whole group and 2 (week-long) free play experiences.
- In consultation with your Associate Teacher and other educators in the room, begin planning the daily indoor and outdoor learning environment for three (3) full days for implementation in Week 4. The planning should include all aspects of the day such as indoor/outdoor learning environment, routine times and transitions, and adult initiated group times. Some experiences should be planned with your focus children in mind while others will be based on whole group interests. Use diagrams and the service programming format (or other appropriate format) to make your planning and evaluation visible to the team. Provide a rationale for your choice of experiences based on focus children and other children’s interest that demonstrates your growing understanding of the group.

*Note: Experiences should be implemented with other children if the focus child does not attend on the planned day. However, every attempt should be made to implement it again when the focus child does attend.*

### Week 4:

- Implement your planned program for the three (3) days. A daily evaluation of this program must be completed.
- Complete a ‘learning story’ on each of your focus children. This should clearly demonstrate the observation/ planning cycle undertaken for your focus children during your professional experience.
- Complete goals for your next professional experience based on feedback provided from your Associate Teacher.

## 2. LESSON PLANNING & EVALUATION

It is important that all experiences be planned and discussed with the associate teacher **prior** to the commencement of experiences on the day on which the teaching will take place.

***No experiences are to be taught unless a written experience plan has been approved and signed off by the associate teacher. Where emergent planning is used, students should maintain close discussions with their associate teachers and document the learning and experience as it unfolds. Experience plans and documentation of children's learning are to be available at any time for perusal by supervising personnel.***

During this professional experience lessons/experiences can be planned and written up using the basic lesson format that is to be found in **Appendix 3 and 4** or the ones used by your associate teacher.

Individual lessons should be evaluated using the proforma in **Appendix 5** (or an equivalent proforma). All experiences are to be evaluated and consideration should be given to future planning.

In week 4, the daily program you have planned should be evaluated using the proforma in **Appendix 6**. During this week, all whole group experiences should still be fully planned using the lesson format in Appendix 3.

The preservice teacher and their associate teacher should engage in the following cycle of supervision:

**Stage 1:** Planning conversations where the content and focus of the lesson/experience to be planned is discussed.

**Stage 2:** Pre-teaching conversations where the associate teacher reviews the plan for the lessons/experiences to be taught.

**Stage 3:** Associate Teacher observes your teaching using the observation form. Associate teachers are requested to observe formally and provide written and oral feedback on at least one lesson/experience per week (3 in total) which is planned and directed by the preservice teacher. **It is not necessary to comment on every lesson.**

**Stage 4:** Preservice teacher should initially evaluate their teaching prior to the feedback conversations with their associate teacher.

**Stage 5:** Feedback conversation where your associate teacher discusses with the preservice teacher the descriptive information previously recorded and makes suggestions for improvement. Often the feedback conversation concludes with planning for the next observation session and so establishes a cycle of supervision.

**ASSOCIATE TEACHER TO SIGN OFF LESSON PLANNING & EVALUATIONS ON RECORD OF TASK COMPLETION**

## PART C: ADDITIONAL PROFESSIONAL EXPERIENCE TASKS

### 1. RESOURCE COLLECTION (on-going)

A resource collection is a vital tool for the teaching profession. For all your professional experience subjects you are expected to develop a collection of ideas and resources which will assist you in teaching. This resource collection should be added to during each subsequent professional experience as well as from other sources. To be most useful to you, resources need to be relevant to your teaching. List useful teaching resources with details such as author, title, date, publisher, web page, source & suitability. Other resources could include teaching strategies, classroom management strategies, samples of children's work showing date and age level and collections of songs, poems, finger plays, recipes etc.

### 2. SUMMARY OF ADDITIONAL ACTIVITIES

Give details of any experiences you have been involved in outside the service, e.g. excursions, attendance at staff meetings, helping with special events.

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### 3. EARLY CHILDHOOD PRINCIPLES, PEDAGOGY AND PRACTICE

Tick off the EYLF Principles and Practices (EYLF, pp. 12-18) that you have focused on or used during this professional experience. Add notes or provide examples of these in your documentation folder.

- |  |   |
|--|---|
| <input type="checkbox"/> Secure, respectful and reciprocal relationships | <input type="checkbox"/> Learning through play                  |
| <input type="checkbox"/> Partnerships                                    | <input type="checkbox"/> Intentional teaching                   |
| <input type="checkbox"/> High expectations and equity                    | <input type="checkbox"/> Learning environments                  |
| <input type="checkbox"/> Respect for diversity                           | <input type="checkbox"/> Cultural competence                    |
| <input type="checkbox"/> Ongoing learning and reflective practice        | <input type="checkbox"/> Continuity of learning and transitions |
| <input type="checkbox"/> Holistic approaches                             | <input type="checkbox"/> Assessment for learning                |
| <input type="checkbox"/> Responsiveness to children                      |   |

**ASSOCIATE TEACHER TO SIGN OFF THESE TASKS ON RECORD OF TASK COMPLETION**





**APPENDIX 1 : PROFESSIONAL EXPERIENCE GOALS**

Giving consideration to your course work and your expectations of this professional experience, state the objectives to which you intend to give highest priority in this teaching practice session.

Goal	Indicators of Achievement of goal	Strategies you will take to work towards the goal
Goal 1:		
Goal 2:		
Goal 3:		
On completion of professional experience, evaluate the achievement of your goals :		

Subject Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

**ASSOCIATE TEACHER TO SIGN OFF ON RECORD OF TASK COMPLETION**

**APPENDIX 2 :****SERVICE PROFILE**

<p><b>The service</b></p> <p>Location Size/number of children Demographic information</p>	<p><b>Room</b></p> <p>Total number of students/children Gender breakdown Student/children background – NESB, Aboriginal and Torres Strait Islander, children with additional needs &amp;/or diagnosed disabilities</p>
<p><b>Staff</b></p> <p>Teachers, specialist teachers, assistants etc</p>	<p><b>Special programs</b></p> <p>Any after school, music, art or other programs.</p>
<p><b>The learning environment</b></p> <ul style="list-style-type: none"> <li>• Draw a map of the indoor and outdoor environments</li> <li>• Annotate your map with the following appropriate information for pre-school and child care centres: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Room facilities and purposes of areas;</li> <li><input checked="" type="checkbox"/> Room organisation – individual, pairs, small groups, whole class/group. How effectively does the room layout match the tasks? How could it be made more effective?</li> </ul> </li> </ul>	
<p><b>Managing the learning environment</b></p> <ul style="list-style-type: none"> <li>• Make a copy of your teacher's routines and program and discuss the rationale with them. Discuss how they program and why they program in this particular way.</li> <li>• If given permission to do so, find out the service programming expectations.</li> <li>• Familiarise yourself with the teacher's strategies for managing the group, transitions and individual behaviours</li> <li>• Note the groupings of children at different times of the day and the reasons for particular groupings</li> <li>• Look at the service behaviour guidance policy; note the procedures and strategies and how you can use them in your guidance of children's behaviour.</li> </ul>	
<p><b>Service and Community Links</b></p> <ul style="list-style-type: none"> <li>• List &amp; describe any ways the service engages with the wider community.</li> <li>• Identify any impact of &amp; opportunities afforded by such engagement.</li> </ul>	

**ASSOCIATE TEACHER TO SIGN OFF ON RECORD OF TASK COMPLETION**

## APPENDIX 3: SAMPLE LEARNING EXPERIENCE PLAN FORMAT

### 1. Experience Information

- Name of Experience:
- Date:
- For which child / children or small group is this planned for?
- Age of child/children

### 2. Rationale

- To which EYLF Learning Outcome or Outcomes does this experience relate?
- Why you chose this learning experience for this child/group at this time. What have you observed about the child's needs, strengths and interests?
- What do you know about child development in general that supports your choice of experience?

### 3. Learning Focus

- Consider the EYLF Learning Outcome(s) that you hope to facilitate through the experience based on:
  - Knowledge of the child's strengths, interests or developmental needs
  - Their developmental progress until now
  - Knowledge of child, family, your philosophy
- These should relate logically to the rationale
- Can be written in point form or a short paragraph

### 4. Resources/Environment

- What is the setting for the experience?
- Exactly what materials will be needed?
- How will you present the experience? (Set up details)
- Can also be written in point form

### 5. Presentation/Strategies/Interaction & Communication

- What is your role as an educator in the experience?
- How will you get the child's interest?
- What strategies will you use? What will you say or do? What will the adult involvement be?
- How will you end the experience if this is necessary?
- Any pack away/ clean up details
- Can be written in point form

### 6. Plan for review/follow-up

- Was the learning focus for the experience appropriate? Why?
- Were your strategies effective in relation to your learning focus?

**APPENDIX 4: SAMPLE EMERGENT PLANNING FORMAT**

Date:
Project/Experience:
Adults involved:
Participating children:
Provocation/ Stimulus for learning/Learning focus (child initiated, teacher initiated, other)
Materials/Resources/Environment: (plan)
Materials/resources/Environment: (review)
Dialogue/Interactions & Communication:
Recommendations/Comments: (including follow on ideas and improvements)
Further project ideas:

## APPENDIX 5

## SMALL/WHOLE GROUP EXPERIENCE EVALUATIONS

Lesson Evaluation			
LEARNING FOCUS	RESOURCES/ENVIRONMENT	PRESENTATION/STRATEGIES	INTERACTION & COMMUNICATION
Was the focus of the experience achieved/ developed? Why/Why not? How do you know?  -	Were they appropriate / utilised? Why/Why not? How do you know?	Were these appropriate? Why/Why not? How do you know?  Think about introduction and conclusion to lesson.  Did they relate to the purpose of the lesson/experience? How did children demonstrate and reflect on their learning?	Was this appropriate? Effective questioning techniques used? Were directions/instructions clear? Why/Why not? How do you know?
<b>Follow-up</b> How is this evaluation going to impact on future learning experiences for the children?			
<b>How will I adjust my teaching as a result of this lesson</b>			

**APPENDIX 6**

**WEEKLY PROGRAM EVALUATION**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>

**RECORD OF TASK COMPLETION**

Preservice Teacher's Name \_\_\_\_\_

Placement Setting \_\_\_\_\_

Associate Teacher/s \_\_\_\_\_

**Associate Teachers - please complete the table below and sign and date when students have completed the required tasks satisfactorily. Please detach and return to the university with other required documentation, as listed on page 3.**

<b><u>Tasks</u></b>	<b><u>Associate Teacher to Sign and date</u></b>
Professional Experience Goals	
Planning and Evaluation	
Documentation	
Early Childhood Principles, Pedagogy and Practice	
Service profile	
Resource Collection	
Summary of Additional Activities	
Self-Evaluation of Professional Experience	
Goals for next Professional Experience	