

ED3590: Early Childhood Education and Care 2

Professional Experience

COLLEGE OF ARTS, SOCIETY AND EDUCATION

Professional Experience Handbook

Preparing highly effective teachers through professional partnerships

2017

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ED3590 Requirements and the AITSL Australian Graduate Teacher Standards

The activities outlined in this Handbook are completed as preparation for coursework activities and assessment in ED3590. As such, AITSL Australian Graduate Teacher Standards are not explicitly assessed during this practicum.

Students are requested to refer to the ED3590 Subject Outline for an overview of the Standards that are assessed in this subject, and the link between the assessment and practicum activities.

ED3590

Early Childhood Education & Care 2

Australia: Study Period 2

Singapore: Study Period 52

1 day / week over 10 weeks

SUMMARY OF ED3590 PROFESSIONAL EXPERIENCE

Preservice teachers are required to participate in all activities in the Early Childhood setting as negotiated with the site-based teacher educator (SBTE). Preservice teachers are also required to undertake information gathering as part of their university assessment program. These activities are listed under the heading '*Guide to ED3590 Professional Experience Activities*'.

The SBTE is asked to advise the preservice teacher of appropriate protocols for observing and documenting, including:

- Privacy and confidentiality
- Checking consent policies of individual centres
- Unobtrusive documenting
- Use of de-identification / pseudonyms/ fictitious names
- Liaison/guidance from SBTE regarding the suitability of children to observe.

The SBTE is asked *to sight the preservice teacher undertaking the information-gathering tasks* and to acknowledge this on the '*Statement of Completion*'.

Preservice teachers will present the SBTE with a description of the required tasks during the first week of Professional Experience.

REQUIREMENTS

- **Attend 50 hours spread over 10 weeks.** In any given week, preservice teachers are to participate for a minimum of 5 hours of class contact time per day and, with additional preparation and reflection time, up to 6 hours per day. Contact time does not include lunch or tea breaks, but does include when children are sleeping.
- Participate in all activities as negotiated with the SBTE.
- Collect information a Quality Improvement Plan and three Learning Stories
- Implement three Teacher-initiated experiences
- To be eligible to pass the subject, a Statement of Completion, indicating that all required activities have been completed, and an Attendance Record, indicating that Professional Experience has been completed over 10 weeks at no more than one full day per week (unless prior arrangements made with Subject Coordinator), are to be initialled and signed by the SBTE and submitted by the preservice teacher within 7 days of completion of practicum

Guide to ED3590 Professional Experience Activities

Note: The calendar below is a guide that will ensure all ED3590 tasks are completed in a timely fashion. Variations may occur depending on professional experience circumstances.

Professional Experience Week	Activities – Preservice Teacher	Activities – Site-based Teacher Educator
Before commencement of Professional Experience	Contact your centre, introduce yourself and arrange professional experience days. Attend an induction if required.	Meet with preservice teacher, either by phone or in person, to arrange professional experience days and times. If required, arrange an induction for the preservice teacher.
1	When you arrive, give your completed <i>Introduction to Professional Experience template</i> to the centre and your Information sheet/ Permission form. Gather information for your <i>Quality Improvement Plan</i>	Accept the preservice teacher's Introduction to Professional Experience template and display. Distribute the Information Sheet/ Permission form to all parents of children in the class. Assist preservice teacher to collect information for their Quality Improvement Plan (such as centre policies, etc.) At the end of the session, initial that the preservice teacher has given you the Introduction to Professional Experience template and collected information for their Quality Improvement Plan on the Statement of Completion and sign attendance record.
2	Collect all Permission forms. Finish gathering information for the <i>Quality Improvement Plan</i> and begin gathering information for Learning Story 1.	Continue to assist the preservice teacher to collect information for their Quality Improvement Plan. At the end of the session, initial that the preservice teacher has collected information for the Quality Improvement Plan and Learning Story 1 on the Statement of Completion and sign their attendance record.
3	Continue gathering information for <i>Learning Story 1</i> . In your own time, do analysis, ideas for future planning, and a description of a <i>Teacher-initiated Experience</i> , including interacting/co-constructing, monitoring and assessing.	At the end of the session, initial that the preservice teacher has collected information for Learning Story 1 on the Statement of Completion and sign their attendance record.
4	Implement <i>Teacher-initiated Experience</i> and reflect and forward plan.	At the end of the session, initial that the preservice teacher has implemented their Teacher-initiated experience and sign their attendance record.
5	Gather information for <i>Learning Story 2</i>	At the end of the session, initial that the preservice teacher has collected information for Learning Story 2 on

		the Statement of Completion and sign their attendance record.
6	Continue gathering information for <i>Learning Story 2</i> . In your own time, do analysis, ideas for future planning, and a description of a <i>Teacher-initiated Experience</i> , including interacting/co-constructing, monitoring and assessing.	At the end of the session, initial that the preservice teacher has collected information for Learning Story 2 on the Statement of Completion and sign their attendance record.
7	Implement <i>Teacher-initiated Experience</i> and reflect and forward plan.	At the end of the session, initial that the preservice teacher has implemented their Teacher-initiated experience on the Statement of Completion and sign their attendance record.
8	Gather information for <i>Learning Story 3</i> .	At the end of the session, initial that the preservice teacher has collected information for Learning Story 3 on the Statement of Completion and sign their attendance record.
9	Continue gathering information for <i>Learning Story 3</i> . In your own time, do analysis, ideas for future planning, and a description of a teacher-initiated experience, including interacting/co-constructing, monitoring and assessing.	At the end of the session, initial that the preservice teacher has collected information for Learning Story 3 on the Statement of Completion and sign their attendance record.
10	Implement <i>Teacher-initiated Experience</i> and reflect and forward plan.	At the end of the session, initial that the preservice teacher has implemented their Teacher-initiated experience on the Statement of Completion and sign their attendance record.



ED3590: Early Childhood Education and Care 2 **Parent/Carer Information Sheet**

Dear Parent/Carer

Preservice teachers undertaking *ED3590: Early Childhood Education and Care 2* will be observing children's learning and development to create Learning Stories and Teacher-initiated Experiences. These observations are part of their assessment tasks for the subject and include taking notes about learning and development and can also include taking digital photos. The purpose of these observations is to interpret the information and use it to plan learning experiences, interact with children in ways that support their learning and development and reflect on the effectiveness of their teaching strategies.

The preservice teacher in your child's class will be conducting observations during her/his time at the centre. Observations and photographs will be used for assessment purposes only, so will be seen by the preservice teacher, subject staff and, in some cases, other preservice teachers in the same subject. The subject is password protected and accessible only through LearnJCU, James Cook University's online learning system. Any reference to children or venues will be by fictitious names only.

If you have any questions or concerns, please email me at reesa.sorin@jcu.edu.au or telephone (07) 42321116.

Thank you for supporting this very important learning experience for Early Childhood Preservice teachers.

Sincerely,

Associate Professor Reesa Sorin
Coordinator, *ED3590: Early Childhood Education and Care 2*.

Preservice Teacher:	
Centre:	
SBTE:	
SBTE signature:	

The following activities have been initialled by the SBTE as completed:

Professional Experience Week	Preservice teacher's Required Tasks	SBTE's Initials
1	Preservice teacher has given me the Introduction to Professional Experience template and the Information sheet/Permission form to distribute to parents. Preservice teacher has collected information for their Quality Improvement Plan	
2	Preservice teacher has collected information for the Quality Improvement Plan and Learning Story 1	
3	Preservice teacher has collected information for Learning Story 1	
4	Preservice teacher has implemented their Teacher-initiated experience	
5	Preservice teacher has collected information for Learning Story 2	
6	Preservice teacher has collected information for Learning Story 2	
7	Preservice teacher has implemented their Teacher-initiated experience	
8	Preservice teacher has collected information for Learning Story 3	
9	Preservice teacher has collected information for Learning Story 3	
10	Preservice teacher has implemented their Teacher-initiated experience	
	Completed 50 hours of Professional Experience over 10 weeks during the study period	
	Participated in classroom activities	

Comment :

*It is the **preservice teacher's responsibility** to ensure that this Statement of Completion and the Attendance Record are returned to the Profex Unit within 7 days of practicum completion. ECE Online students are to fax or e-mail the scanned Statements, then post the original. **Preservice teachers should make and retain a copy before submitting original.***

Centre Stamp/Site Coordinator Signature

University certification

ED3590: Attendance Record

As preservice teachers, you must participate fully in the 50 hours practicum at the centre to which you are assigned. You are required to document your attendance, which will be verified by your SBTE.

The **50 hours are spread evenly over 10 weeks**, thus ten rows have been provided in the Attendance Record below.

In any given week, preservice teachers are to participate for a minimum of 5 hours of class contact time per day and, with additional preparation and reflection time, up to 6 hours per day.

Please complete the attendance record each week and ask your SBTE to sign **after each weekly session**.

The Site Coordinator at the centre should be asked to sign and stamp in the space provided on completion of the 50 hours.

Prac week (Week beginning)	Date Attended	Start time	Finish time	Length of contact time attended	SBTE Signature
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
				TOTAL	



Introduction to Professional Experience

(to be completed by Preservice Teacher and given to SBTE prior to beginning the prac)

Introducing... *(put your name in here)*



(Put your photo in this box)

Hello, my name is _____ . I am a _____ year preservice teacher studying Early Childhood Education at James Cook University. I am undertaking my prac at _____ *(name of centre)* from _____ *(date)* to _____ *(date)*.

A little bit about me: (put in something about yourself, such as your background, interests, knowledge, capabilities, skills and talents).

During this prac, I hope to (put in two or three of your goals for the prac).

I look forward to getting to know you during my time at _____ *(name of centre)*.

Teacher-Initiated Experience Plan

(to be approved by SBTE before implementation)

Teacher-Initiated Experience
Provocations <i>(how you will begin the experience)</i>
Enhancement/ Expansion <i>(what you are doing during the experience)</i>
Conclusion/ follow-up <i>(where to from here?)</i>

Preservice Teacher Intervention Notification – Guidelines for Use

The “*Intervention Notification*” is designed for use by **preservice teachers only**, to trigger a response from the Professional Experience Unit at JCU to the student submitting the notification. (Please refer to the “Preservice Teacher At Risk Notification” for use by the site coordinator or SBTE).

In the event of a problem or concern for a preservice teacher, the required process is summarised in the following:

Step 1: Preservice teacher raises concern with her/his SBTE.

Step 2: If issue is not resolved following discussion with SBTE, the preservice teacher raises concern with the school’s site coordinator as early as possible (the site coordinator is the main point of contact in schools for JCU).

Step 3: Preservice teacher requests the site coordinator set up a meeting involving all parties – the preservice teacher, SBTE and site coordinator – to discuss the issue of concern.

Step 4: If the concern remains, the preservice teacher completes and submits the Intervention Notification form via email or fax to the Professional Experience Unit. If the matter is urgent, please phone the Professional Experience Unit to alert us to the incoming fax/email.

Upon receipt of the Intervention Notification, the Professional Experience Unit will notify the relevant Academic Liaison who will then make contact with the preservice teacher to discuss the matter of concern. If necessary, the Academic Liaison will visit the school to discuss the matter with the parties concerned – the preservice teacher, site coordinator and/or SBTE.

Intervention Notification

This report is designed for use by **preservice teachers** to trigger a response from the Professional Experience Unit to an issue or concern. Many issues are swiftly resolved if raised early. It is critical that preservice teachers who are experiencing difficulty advise the Professional Experience Unit.

Submission of this form: eduprofex@jcu.edu.au

If the matter is urgent, then also phone the appropriate Professional Experience office.

Preservice teacher:	Name: Signature: _____ Date: _____
Contact details:	Mobile: Home Phone: Email:
Professional Experience School/Centre:	
Professional Experience Block:	ED3590
Brief summary of issue/concern:	
Brief summary of any action to date to address issue/concern:	

Preservice Teacher At Risk Notification – Guidelines for Use

PURPOSE

The “*Preservice Teacher At Risk Notification*” process during professional experience is designed to alert the preservice teacher and Education to areas of concern identified by the **SBTE and site coordinator**. The At Risk Notification process should be used in any of the following circumstances:

- Where the SBTE and site coordinator believe that the preservice teacher could, with additional effort and attention, work to demonstrate competence in all criteria required in the professional experience.
- Where the preservice teacher is failing to respond effectively to feedback provided by the SBTE and site coordinator.
- Where the SBTE and site coordinator believe that intervention from the Professional Experience Unit would assist the preservice teacher.

The “*Preservice Teacher At Risk Notification*” form should be **submitted as early as possible**. This allows time for intervention to occur.

The IDEAL process for submitting the “*Preservice Teacher At Risk Notification*” form is summarised in the following:

Step 1: SBTE raises concerns about progress directly with both the site coordinator in the school and with the preservice teacher.

Step 2: Site coordinator sets up a meeting with SBTE and the preservice teacher in the school to discuss concerns and completes the “*Preservice Teacher At Risk Notification*” form. The form is then emailed to JCU and the Coordinator phones the Professional Experience Unit to notify of lodgement. [email: eduprofex@jcu.edu.au]

Townsville 4781 6549 (*Primary, ECE, RATEP*)

Cairns 4232 1716 (*ECE, Primary, Secondary*)
 4232 1720 (*ECE Online*)

Singapore *To be advised*

Step 3: JCU Professional Experience Unit immediately notifies the Academic Liaison who:

- Makes contact with the school and the preservice teacher
- Organises to discuss concerns with the preservice teacher and the SBTE
- In collaboration, develops an action plan – this may include counselling etc. BUT will NOT include more time in the prior to school setting

Step 4: All parties review progress to determine competency level.

If further action is required, the site coordinator should contact the Director of Professional Experience via email: tanya.doyle@jcu.edu.au or phone (07) 4781 5990

NB (1): Please note that while it is recommended that the “at risk” process be used when there are concerns about a preservice teacher, it is not an essential step and preservice teachers may still be deemed “not competent” even if an “at risk” notification has not been submitted.

NB (2): This process should not be used if the preservice teacher is CLEARLY NOT COMPETENT to proceed. If a preservice teacher is deemed not competent to proceed at any stage during final year, the JCU Professional Experience Unit will work with the preservice teacher to develop an action plan to address concerns raised. The completion of appropriate intervention almost always allows for a repeat practicum period (in a different school location).



College of Arts, Society & Education

At Risk Notification

If there are concerns with the preservice teacher's performance in the practicum, *particularly in relation to attendance or satisfactory completion of required activities*, please email a summary of areas of concern, indicating the preservice teacher's difficulty.

Preservice teacher:		
School:		
Name of person completing form:		Signature:
Professional Experience Block:	ED3590	

Please indicate the areas of concern and email to:

eduprofex@jcu.edu.au

Please provide the preservice teacher with a copy of this advice.