

2nd Year

Professional Experience Handbook

2018

Handbook for Early
Years Centre

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Table of Contents

PROFESSIONAL EXPERIENCE CONTACTS.....	ERROR! BOOKMARK NOT DEFINED.
2 ND YEAR PROFESSIONAL EXPERIENCE: AT A GLANCE	3
CHECKLIST FOR SITE COORDINATOR (SC).....	4
CHECKLIST FOR SITE-BASED TEACHER EDUCATOR (SBTE)	5
CHECKLIST FOR PRESERVICE TEACHER (PST).....	7
CONCERNS DURING PROFESSIONAL EXPERIENCE: OUTLINE OF PROCEDURE	8
I. PROFESSIONAL EXPERIENCE: OUR PURPOSE.....	9
THE OBJECTIVE OF PROFESSIONAL EXPERIENCE AT JCU	9
II. PROFESSIONAL EXPERIENCE PROGRAM.....	10
III. GUIDE TO ASSESSING: HOW TO JUDGE THE PST.....	11
IV. PHASE 1: EARLY CHILDHOOD EDUCATION & CARE (ED2590)	13
PHASE 1: OVERVIEW	14
ED2590 REQUIREMENTS AND THE APST – AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS	16
PHASE 1 OUTLINE OF ACTIVITIES.....	17
PERMISSION TO OBSERVE AND PHOTOGRAPH FORM	22
STATEMENT OF COMPLETION	25
ATTENDANCE RECORD 2017	26
V. PHASE 2: SECOND YEAR PROFESSIONAL EXPERIENCE (ED2488)	27
PHASE 2 OVERVIEW.....	27
PHASE 2: OUTLINE OF ACTIVITIES	30
PHASE 2 PROFESSIONAL LEARNING PORTFOLIO.....	31
APPENDIX A: INTRODUCTION TO PROFESSIONAL EXPERIENCE	33
APPENDIX B – TEACHER OBSERVATION TEMPLATE – ED2488	34
APPENDIX C – SITUATIONAL ANALYSIS.....	34
APPENDIX D – DOCUMENTATION TEMPLATE	41
APPENDIX E – TEACHER -INITIATED EXPERIENCES TEMPLATE	44
APPENDIX F – EMERGING LEARNING AND TEACHING OPPORTUNITIES TEMPLATE.....	48
APPENDIX G – DAY PLAN FOR ED2488.....	51
APPENDIX H –WEEKLY REVIEW CHECKLIST FOR ED2488	53
PRESERVICE TEACHER INTERVENTION NOTIFICATION – GUIDELINES FOR USE.....	55
INTERVENTION NOTIFICATION.....	56
PRESERVICE TEACHER AT RISK NOTIFICATION – GUIDELINES FOR USE	57
NOTIFICATION OF CONCERNS	58
PROFESSIONAL EXPERIENCE REPORT	59

2nd Year Professional Experience: At A Glance

Phase 1: Early Childhood Education and Care 1 (ED2590)	
<p><i>ECE:</i></p> <p>10 days (undertaken in an ages 3 to 5 prior-to-school setting): beginning in Week 3 and ending in Week 12</p> <ul style="list-style-type: none"> - Situational Analysis - 5 Documentations - 3 Teacher-initiated Experiences 	
Report	
When	Within 7 days of practicum completion
What	ED2590 Statement of Completion and Attendance Record
Who	To be completed by SBTE; Returned to JCU by Preservice Teacher (PST)
Phase 2: Second Year Professional Experience Report (ED2488)	
16 – 27 July	
<p><i>ECE:</i></p> <p>10 day block (undertaken in an ages 3 to 5 prior-to-school setting)</p> <ul style="list-style-type: none"> - Situational Analysis - 2 Teacher Observations - 8 Documentations - 7 Teacher-initiated Experiences - 5 Emerging Learning and Teaching Opportunities - 8 Day plans and 2 Weekly review checklists 	
Report	
When	Within 7 days of practicum completion
What	ED2488 Professional Experience Report
Who	To be completed by SBTE; Returned to JCU by PST

Checklist for Site Coordinator (SC)

Phase 1: ED2590	Tick	Phase 2: ED2488	Tick
Have you read the handbook?		Have you read the handbook for this phase?	
Have you recorded PSTs' emergency contact details and sighted their Blue card?		Have you recorded or updated PSTs' contact details?	
Have you oriented PSTs to the centre's policies, procedures and routines, including management, workplace health and safety, and professional conduct?		Have you oriented PSTs to the centre's policies, procedures and routines, including management, workplace health and safety, and professional conduct?	
Have you advised PSTs on how they should contact you for support and how you will check in on them?		Have you advised PSTs on how they should contact you for support and how you will check in on them?	
Have you advised the SBTEs how you might support them?		Have you advised the SBTEs how you might support them in the final assessment and reporting?	
Have you advised Professional Experience Office if PST is at-risk of not meeting requirements?		Have you advised Professional Experience Office if PST is at-risk of not meeting requirements?	
Have you signed and stamped the Statement of Completion and Attendance Record and given them to PST to submit to JCU?		Have you signed and stamped the ED2488 Professional Experience Report before submitting or giving it to PST to submit to JCU?)	
Contact: eduprofex@jcu.edu.au if PST is at risk or if you require assistance			

Checklist for Site-Based Teacher Educator (SBTE)

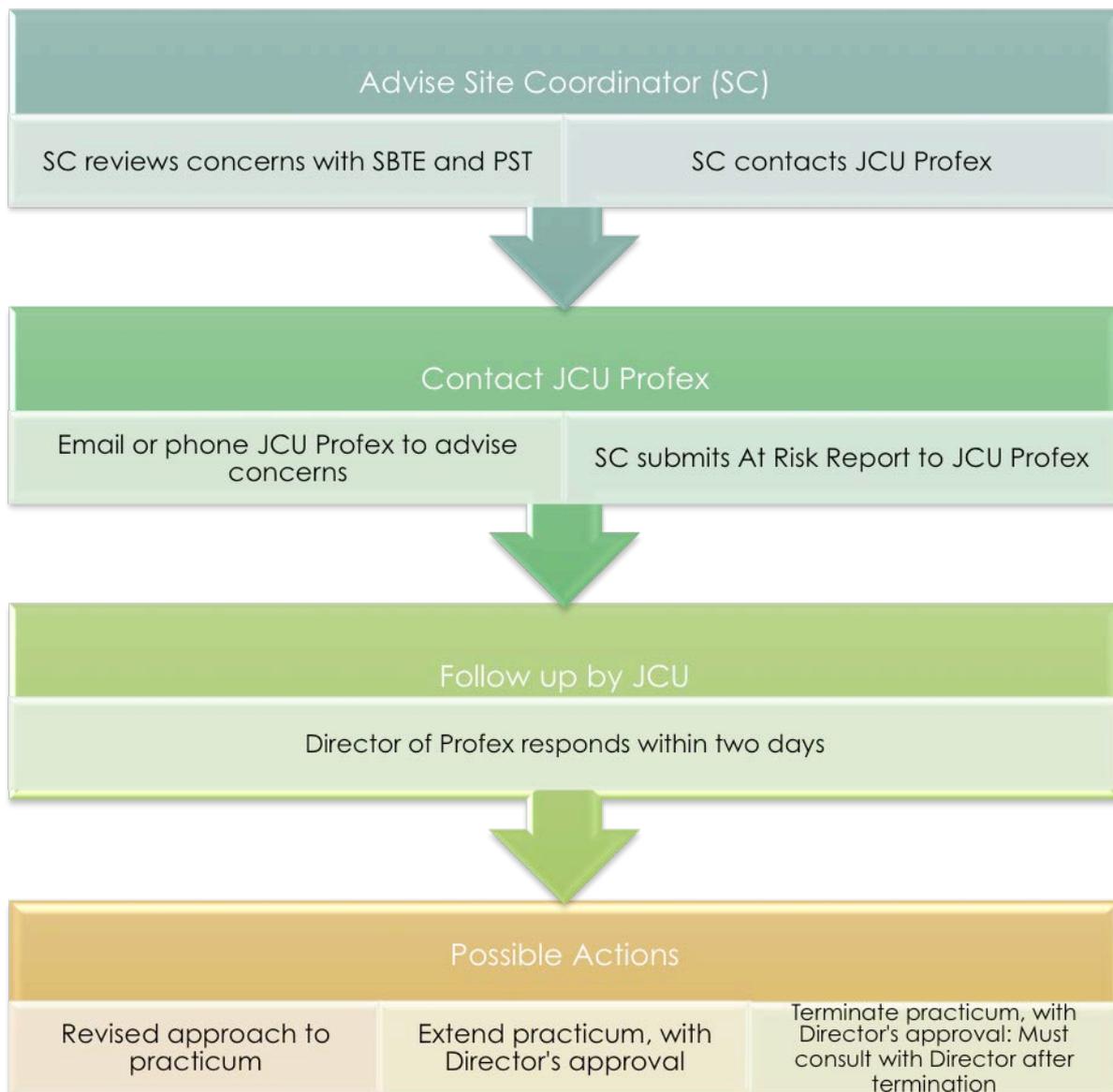
Phase 1: ED2590	Tick	Phase 2: ED2488	Tick
Have you met with your PST (either in person or by phone) to arrange days and times of attendance?		Have you advised your PST of expectations for this phase?	
Have you received and read your PST's one-page Introduction to Professional Experience form?		Have you received and read your PST's one-page Introduction to Professional Experience form?	
Have you read the handbook for Phase 1 ED2590?		Have you read the handbook for Phase 2 ED2488?	
Have you provided PST with your daily, weekly and term plans and schedules?		Have you advised PST of changes to your daily, weekly and term plans and schedules?	
Have you provided PST with: <ul style="list-style-type: none"> o Centre policies, procedures and routines, including management, workplace health and safety, and professional conduct; o Student information, curricular resources and samples of plans? 		Have you provided your PST with: <ul style="list-style-type: none"> o Updated centre policies and procedures and routines, including management, workplace health and safety, and professional conduct; o Student information, curricular resources and samples of plans? 	
Have you discussed and modelled your methods of planning; teaching/interacting; monitoring; assessing; reflecting and managing young learners? Have you discussed opportunities for participation (including co-teaching)?		Have you clarified your expectations with PST for: <ul style="list-style-type: none"> o co-planning; o co-teaching/interacting; o monitoring o assessing o co-reflecting and o managing young learners? 	
Have you discussed with PST the requirements for this prac, where you sight: <ul style="list-style-type: none"> - Draft notes for the Situational Analysis - Draft notes for 5 Documentations - 3 Teacher-initiated Experience plans. PST will complete a reflection in their own time which does not have to be sighted. 		Have you discussed with PST the requirements for this Professional Experience; sighting and providing feedback on the completed: <ul style="list-style-type: none"> - Situational Analysis; - 2 Teacher Observations; - 8 Documentations; - 7 Teacher-initiated Experiences; - 5 Emerging Learning and Teaching Opportunities; - 8 Day plans; and - 2 Weekly review checklists? 	
Have you discussed with PST how you will provide formative feedback?		Have you discussed with PST how you will provide formative feedback and a professional experience evaluation?	

Have you completed and signed both the Statement of Completion and the Attendance Record?		Have you completed and signed the ED2488 Professional Experience Report and Attendance Record?	
Have you given the ED2590 Statement of Completion and Attendance record to PST to submit to JCU?		Have you given the ED2488 Professional Experience Report to SC to give to PST to submit to JCU ?	

Checklist for Preservice Teacher (PST)

Phase 1: ED2590	Tick	Phase 2: ED2488	Tick
Prior to practicum			
Have you read your Professional Experience Handbook?		Have you read your Professional Experience Handbook?	
Have you given your SBTE a one-page Introduction to Professional Experience form?		If necessary, have you given your SBTE your one-page Introduction to Professional Experience form?	
		Have you prepared a folio to collect evidence: Situational Analysis, 1 Teacher Observation, 5 Documentations, 6 Teacher-initiated Experiences, 2 Emerging Learning and Teaching Opportunities, 6 Day plans and 2 Weekly Review Checklists?	
By the end of first week			
Have you provided your SC with your emergency contact details?		Have you updated your SC of changes to your emergency contact (if any)?	
Have you organised a meeting with your SC to understand the centre policy and procedures?		Have you contacted your SC for a meeting to understand the centre policy and procedures?	
Have you had a conversation with your SBTE on expectations?		Have you had a conversation with your SBTE on expectations?	
Have you received feedback about your learning and planning for teaching?		Have you received feedback about your learning and teaching?	
Have you requested relevant resources for this practicum?		Have you developed a routine in planning, interacting, monitoring, assessing, reflecting and managing young learners?	
By the end of practicum			
Have you collected evidence needed for your Situational Analysis and Learning Portfolio, and shown your SBTE your draft notes for her/him to sign off?		Have you presented and discussed your Learning Portfolio, containing your Situational Analysis; 2 Teacher Observations; 8 Documentations; 7 Teacher-initiated Experiences; 5 Emerging Learning and Teaching Opportunities; 8 Day plans; and 2 Weekly review checklists?	
Have you received an indication of how you performed?		Have you received an indication of how you performed?	
Have you thanked your SBTE, SC, students and colleagues?		Have you thanked your SBTE, SC, students and colleagues?	
When your SC or SBTE gave you the report, did you submit it to JCU?		When your SC and SBTE gave you the report, did you submit it to JCU?	
Contact: eduprofex@jcu.edu.au , SC and SBTE of your absence			

Concerns During Professional Experience: Outline of Procedure (At A Glance)



I. Professional Experience: Our Purpose

The objective of
professional experience
JCU

Upon successful completion of the professional experience program, preservice teachers will develop a demonstrated body of knowledge and a range of skills as prescribed in Australian Professional Standards of Teaching. JCU preservice teachers will also be consciously refining their beliefs and learning dispositions to construct a professional identity that resonates with their commitment to student learning and wellbeing.

Upon completion of the professional experience program, preservice teachers will have cultivated a habit of contributing to an image of teaching as a profession that cares, and that seeks to make a difference. Professional experience offers not only authentic learning opportunities for preservice teachers to develop the necessary skills and knowledge of teaching, but also their personal, interpersonal and emotional capabilities (Scott, 2014). In addition to developing graduate teachers who meet the prescribed Australian Professional Standards of Teachers (APST), our collective efforts also seek to develop graduate teachers who demonstrate characteristics of high calibre aspirant teachers as outlined in Queensland Schooling Sectors' Expectations of Graduate Teachers, and develop a learning disposition, "to continue to seek answers to difficult problems of teaching and learning and the skills to learn from practice as well as to learn for practice" (Darling-Hammond, 2006). Put simply, JCU graduate teachers are critically reflective and seek in their actions to be better teachers, colleagues, and community members.

With our professional learning schools, we work towards developing critically reflective JCU graduate teachers who demonstrate:

- a quality of teaching defined by APST at a Graduate level
- personal capabilities: self-awareness, decisiveness, commitment
- interpersonal capabilities: influencing, empathising
- cognitive capabilities: diagnosis, strategy, flexibility and responsiveness
- appreciation and understanding of the strengths and challenges of our region
- a professional identity that resonates with their commitment to student learning and wellbeing

"Teaching is a profession with certain moral and technical expectations—especially the expectation that teachers, working collaboratively, will acquire, use, and continue to develop shared knowledge on behalf of students" (Darling-Hammond, 2006).

II. Professional Experience Program

The professional experience program is systematically organised to be progressively more complex in the activities as well as the interaction with colleagues and school community. Professional learning over the four years is organised in the following foci: contribution, collaboration, active collaboration and conscious collaboration to articulate a coherent development.

Pathway to Graduation: APST GRADUATE teacher standard and independent teaching.			
		3 rd Year	4 th year
		Active collaboration	Conscious contribution
1 st Year	2 nd Year		
Contribution	Collaboration		
How can I know my learners and how does my views shape my practice and contribute to student learning?	What can I do to foster a positive learning culture through my lesson design and knowledge of learners?	What is the impact of my curricular decisions on student learning?	What is my impact on student learning and how do I know?
In this year, preservice students learn about learning, schooling and the ways teachers impact the students they will teach. By the END of this year preservice teacher demonstrates Australian Professional Standards for Teachers (1-7) and for B Ed (ECE) students an understanding of the Early Years learning Framework at an <u>introduced level</u> .	Having critically examined teaching and learning, preservice teachers in this year will focus on creating positive learning environments and designing learning experiences for diverse learners. By the END of this year preservice teacher demonstrates Australian Professional Standards for Teachers and for BEd(ECE) students the Early Years Learning Framework at an <u>introduced</u> and <u>developed</u> level.	After observing and collaborating on lesson design, the preservice teachers focus this year on developing their own consciousness in teaching so they are able to anticipate the needs of students in the practicum setting. By the END of this year preservice teacher demonstrates understanding of the Early Years Learning Framework, the Australian Curriculum and the Australian Professional Standards for Teachers at a <u>developed</u> level.	This final year of learning in the program focusses on teachers as leaders in both pedagogy and practice, through classroom as well as school and community engagement. Creating positive and action competent students and classrooms are central to this phase. By the END of this year the preservice teacher demonstrates an understanding of the Australian Professional Standards and for BEd(ECE) students the Early Years Learning Framework at an <u>assured</u> level.

“Recognition is growing that future teachers need to be placed in situations where they are active learners in the process of learning how to teach – that they should be placed in situations where they have to learn how to think like a teacher” (Ingvarson et al. 2014).

III. Guide to Assessing: How to Judge the PST

Professional experience is an opportunity for preservice teachers to learn within and through practice. Their learning is demonstrated by their contributions to student learning as well as reflections on their contributions. On that basis, a key question guiding SBTEs' evaluation in each phase is: Has the preservice teacher shown sufficient evidence of a deep interest to learn and develop their professional knowledge and skills? Formative feedback is therefore central to supporting preservice teachers' professional learning, and requires SBTEs to take on a mentoring, and coaching role to guide preservice teachers to the complex tasks of the profession.

Making Judgements

Required minimum level of attainment: 'S' (satisfactory) for ALL requirements.

The learning intention in this practicum focuses on preservice teachers' understanding and skills of lesson design. They draw on their foundational knowledge of learners to understand how differentiation supports their learning. They are able to adopt and adapt their SBTEs' planning and teaching practices.

A 'S' standard of performance in this phase is characterised by the following:

Unsatisfactory Not ready to proceed to next phase	Satisfactory Ready to proceed to next phase	
<p>The PST demonstrates tokenistic or no consideration and care for students and their learning in their interaction with students as well as reflection on student learning. The PST requires plenty of support over the entire practicum to carry out their professional learning. The PST requires explicit management to demonstrate respect for centre policy and code of ethics and conduct.</p>	<p>At a minimum</p> <p>The PST demonstrates consistent evidence of care and consideration for students in one-to-one interaction and reflection of student learning. The PST requires some prompting to inquire and observe; The PST requires quite close guidance in carrying out their responsibilities in co-planning and co-teaching. The PST demonstrates: agency to expand and refine knowledge, practice and engagement; respect for centre policy and code of ethics and conduct.</p>	<p>Well developed</p> <p>The PST demonstrates consistent evidence of care and consideration for all students in their one-to-one and whole class engagement. The PST inquires, observes, adopts SBTEs' practices in co-planning and co-teaching. The PST demonstrates consistent agency to expand and refine knowledge, practice and engagement; understanding and respect for centre policy and code of ethics and conduct.</p>

Reporting Requirements

Phase 1: Early Childhood Education and Care 1 (ED2590)

- SBTE completes Statement of Completion and Attendance record

Phase 2: Second Year Professional Experience (ED2488)

- **SBTE completes ONE report:** ED2488 – Second Year Professional Experience Report
- SBTE returns report to PSTs or to JCU within 7 days of practicum completion.

Reporting Steps:

* **Regular formative feedback** (co-evaluation) that informs preservice teachers of their strength and areas that require improvement: describe and make suggestions to improve

* **Mid-point check** on professional learning: use the Professional Experience Report to review engagement to learning (advise PSTs where their performance is at for each indicator)

On the final day of practicum,

1. PSTs present their learning portfolio to outline their performance, particularly in areas of concerns to SBTEs
2. SBTEs evaluate PSTs' performance using Professional Experience Report on the final day
3. SBTEs provide PSTs an indication of their performance (verbally and/or written)
4. SBTEs advise PSTs if they failed any indicator

After final day of practicum,

5. SBTEs complete report and return to JCU Profex (or give it to PSTs to submit to JCU Profex) within 7 days of practicum completion.

It is the PSTs' responsibility to ensure that the report is returned to JCU Profex within 7 days.

IV. Phase 1: Early Childhood Education & Care (ED2590)

Phase 1: Overview

DURATION

One day a week over 10 weeks (undertaken in ages 3 to 5 prior-to-school setting; 50 hours of class contact in total)

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.

SUMMARY OF PHASE 1 (ED2590) 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). This can include implementing teacher-initiated experiences designed by the preservice teacher, based on documenting a focus child’s learning and development. 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 ED2590 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
- Liaison/guidance from the site-based teacher educator (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*’. This does not include sighting of the analysis of the information, which is to be done outside of professional experience hours, during the preservice teacher’s own time.

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

REQUIREMENTS

50 hours class contact spread over 10 weeks during the study period.

In any given week, preservice teachers are to participate 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.

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 a minimum of 5 hours class contact per week, are to be initialled and signed by the SBTE and submitted by the preservice teacher within 7 days of completion of practicum.

EXPECTED OUTCOMES

Complete 10 days of practicum over a period of 10 weeks undertaken in an ages 3 to 5 prior-to-school setting.

Develop and apply skills in creating a Situational Analysis; documenting and assessing children's learning; planning, interacting, monitoring, assessing and reflecting. This can

include implementing teacher-initiated experiences, designed by the preservice teacher and based on documenting a focus child's learning and development.

Develop knowledge of a play-based approach to early childhood pedagogy, principles and practices

Complete tasks as described under the heading 'Guide to ED2590 Professional Experience Activities'.

MAJOR ACTIVITIES

Participation in all activities, as negotiated with the SBTE. This can include implementing teacher-initiated experiences, designed by the preservice teacher and based on documenting a focus child's learning and development.

- Gather information for Situational Analysis.
- Gather information about a focus child's learning and development, through documentation. Show this information to your SBTE. In your own time, analyse your documentation and plan a teacher-initiated experience.
- Show your SBTE two teacher-initiated experience plans and, if agreed upon by SBTE, implement your second plan.
- Demonstrate developing professionalism.
- Demonstrate appropriate personal and workplace literacy and numeracy.

REQUIRED MAJOR EVIDENCE OF ACTIVITIES

- Parent/carer permission to conduct documentation of focus child's learning and development
- Information for the Situational Analysis Task Observations of focus child's learning and development. In the preservice teacher's own time, this information will be analysed and five teacher-initiated experiences planned.

STATEMENT OF COMPLETION AND ATTENDANCE RECORD

The ED2590 Statement of Completion and Attendance Record are to be *completed by the SBTE* and returned to JCU by preservice teacher within 7 days of practicum completion.

ED2590 Requirements and the APST – Australian Professional Standards for Teachers

The activities outlined in the ED2590 section of this handbook are completed as preparation for ED2590 assessment tasks. The subject learning outcomes are based upon the Australian Professional Standards for Teachers (APST), the National Quality Standard for Early Childhood Education and Care (NQS) and the Early Years Learning Framework's (EYLF) outcomes, principles and practice. They are:

- Apply knowledge of the Australian Professional Standards for Teachers (APST) at a 'Developed' level and relevant ACECQA standards
- Have a broad knowledge of contemporary early childhood policy, curriculum (Early Years Learning Framework and Queensland Kindergarten Learning Guideline) and practice and critically review their application
- Have knowledge and apply play-based and other early childhood pedagogical practices
- Apply skills in documenting, planning and assessing children's learning

Phase 1 Outline of Activities

Note: The calendar below is a guide that will ensure all ED2590 tasks are completed in a timely fashion. Variations may occur depending on professional experience circumstances.

Lecture Week	Profex Week	Lectures/tutorials	Profex Activities (PST)	Profex Activities (SBTE)
1		<p>Module 1: Learning and Development Areas: Introduction to EYLF, QKLG, NOF, and Australian Curriculum</p> <p>Module 2: Curriculum Decision Making: Play</p> <p>Module 3: Documentation: Introduction to Documentation</p>		-
2		<p>Module 1: Learning and Development Areas: EYLF</p> <p>Module 2: Curriculum Decision Making: Intentional Teaching</p> <p>Module 3: Documentation: Developing a Situational Analysis</p>	Contact the supervising teacher, either by phone or in person, to organise professional experience days and times, beginning next week.	Meet with preservice teacher, either by phone or in person, to organise professional experience days and times, beginning next week.
3	1	<p>Module 1: Learning and Development Areas: QKLG</p> <p>Module 2: Curriculum Decision Making: Introduction to Curriculum Decision Making</p> <p>Module 3: Documentation: The Documentation Process – from gathering information to analysis and future planning</p>	<p>Begin Professional Experience. Give your SBTE your Introduction to Professional Experience form, which can be displayed in the centre. Get to know centre, staff and children.</p> <p>Begin collecting information for Situational Analysis.</p> <p>Choose focus child who will be</p>	<p>Assist preservice teacher to select focus child and send home permission form.</p> <p>At the end of the session, sign Attendance record.</p>

			<p>attending on your day of practicum and send home parent/ carer permission form.</p> <p>Participate in class activities.</p>	
4	2	<p>Module 1: Learning and Development Areas: Identity</p> <p>Module 2: Curriculum Decision Making: Planning – Teacher-initiated experiences</p> <p>Module 3: Documentation: Narratives/ Learning Stories</p>	<p>Collect remaining information for Situational Analysis Task, due next week and show to SBTE.</p> <p>Collect signed permission form, scan and submit through LearnJCU Assessment button.</p> <p>Participate in class activities.</p>	<p>Assist preservice teacher to collect parent/carer permission form.</p> <p>At the end of the session, initial that preservice teacher has gathered information for the Situational Analysis.</p> <p>Sign attendance record.</p>
5	3	<p>Module 1: Learning and Development Areas: Connectedness</p> <p>Module 2: Curriculum Decision Making: Planning – Emerging Learning and Teaching Opportunities; Day Plans; Weekly Review Checklists</p> <p>Module 3: Documentation: Visual Representations</p>	<p>Collect information for Documentation 1: two different types of narratives. If you wish, you can also take a photo. Focus on Identity. Show your SBTE your notes, but do your analysis and planning at home.</p> <p>Participate in class activities.</p>	<p>At the end of the session, initial that preservice teacher has gathered information for Documentation 1.</p> <p>Sign attendance record.</p>
6	4	<p>Module 1: Learning and Development Areas: Wellbeing</p> <p>Module 2: Curriculum Decision Making: Age-appropriate pedagogies</p> <p>Module 3: Documentation: Checklists</p>	<p>Collect information for Documentation 2: at least 1 narrative and some visual representations. Focus on Connectedness. Show your SBTE your notes, but do your analysis and planning at home.</p> <p>Participate in class</p>	<p>At the end of the session, initial that preservice teacher has gathered information for Documentation 2.</p> <p>Sign attendance record.</p>

			activities.	
7	5	<p>Module 1: Learning and Development Areas: Active Learning</p> <p>Module 2: Curriculum Decision Making: Interacting – Age appropriate pedagogies</p> <p>Module 3: Documentation: Samples</p>	<p>Collect information for Documentation 3: a checklist on Wellbeing. You can also include narratives and visual Representations. Show your SBTE your notes, but do your analysis and planning at home.</p> <p>Participate in class activities.</p>	<p>At the end of the session, initial that preservice teacher has gathered information for Documentation 3.</p> <p>Sign attendance record.</p>
8	6	<p>Module 1: Learning and Development Areas: Communicating</p> <p>Module 2: Curriculum Decision Making: Monitoring</p> <p>Module 3: Documentation: Language Transcripts and Reading Running Records</p>	<p>Show your SBTE your Teacher-initiated Experience plan and, if possible, implement it with your focus child (and other children).</p> <p>Collect information for Documentation 4: samples of Active Learning and other learning areas. You can also include narratives, visual representations and checklists. Show your SBTE your notes, but do your analysis and planning at home.</p> <p>Participate in class activities.</p>	<p>At the end of the session, initial that preservice teacher has gathered information for Documentation 4.</p> <p>Sign attendance record.</p>
Lecture Recess				
9	7	<p>Module 2: Curriculum Decision Making: Assessing – formative and summative</p> <p>Module 3: Documentation: Learning Portfolios</p>	<p>Show your SBTE your Teacher-initiated Experience plan.</p> <p>Collect information for Documentation 5: a language transcript and, if possible, a reading running record for Communicating. You</p>	<p>At the end of the session, initial that preservice teacher has gathered information for Documentation 5 and shown you their Teacher-initiated Experience plan for Documentation 4.</p> <p>Sign attendance</p>

			<p>can include narratives, visual representations, checklists and samples. Show your SBTE your notes, but do your analysis and planning at home.</p> <p>Participate in class activities.</p>	record.
10	8	<p>Module 2: Curriculum Decision Making: Reflecting and Ongoing Learning</p> <p>Module 3: Documentation: Transition Statements</p>	<p>Show your SBTE your Teacher-initiated Experience plan and, if possible, implement it with your focus child (and other children).</p> <p>Gather any further evidence you need to complete a transition statement. Show your SBTE your notes, but do your analysis and planning at home.</p> <p>Participate in class activities.</p>	<p>At the end of the session, initial that the preservice teacher has shown you their Teacher-initiated Experience plan for Documentation 5 and implemented it in class (if possible).</p> <p>Sign attendance record.</p>
11	9	<p>Module 1: Learning and Development Areas: Introduction to other Early Childhood Curricula</p> <p>Module 2: Curriculum Decision Making:</p> <p>The Learning Environment and Classroom Management</p>	<p>Gather any further evidence you need to complete a transition statement. Show your SBTE your notes, but do your analysis and planning at home.</p> <p>Participate in class activities.</p>	At the end of the session, sign attendance record.
12	10	<p>Module 2: Curriculum Decision-making:</p> <p>Curriculum Approaches and Pedagogies</p>	Participate in class activities.	At the end of the session, sign attendance record.

13		Module 2: Curriculum Decision-making: Metaphors of Teaching		

Parent/ Carer Permission Form

The information sheet and permission form on the next page are to be printed and given to the parent or carer of the chosen focus child. The parent/carer must then read the sheet and, if they agree for their child to participate, must fill in and sign the permission form and return it to the preservice teacher by Week 2 of Professional Experience. The preservice teacher will then upload the signed permission form to Safe Assignment, under the 'Assessment' button on LearnJCU.



Permission to observe and photograph form

ED2590: Early Childhood Education and Care 1

Dear Parent/Carer

Preservice teachers undertaking *ED2590: Early Childhood Education and Care 1* are required to document a young child’s learning and development as part of their assessment for the subject. This generally means observing and taking notes about learning and development, collecting samples of children’s work and/or taking digital photos. The purpose of this documentation is to analyse the information and use it to plan future learning experiences, interact with children in ways that will support their learning, monitor and assess learning, and reflect on the effectiveness of teaching strategies.

Photographs and work samples 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 pseudonym; not real names.

Your child has been selected as the child for the preservice teacher to observe. If you agree to this, please sign the form below and return it to the Preservice teacher undertaking ED2590, as permission to observe and photograph your child in their classroom. This should be done by the end of the second week of Professional Experience at the latest. If you have further questions, please email reesa.sorin@jcu.edu.au

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

Sincerely,

Associate Professor Reesa Sorin, Coordinator, *ED2590: Early Childhood Education and Care 1 (on leave)*.

.....

Permission to observe and photograph

ED2590: Early Childhood Education and Care 1

I, (*name of parent or carer*) hereby give permission for (*name of preservice teacher*) from James Cook University to observe and photograph my child, (*name of child*), in her/his early childhood classroom, for the purpose of completing assessment tasks for *ED2590: Early Childhood Education and Care 1*.

I understand that there will be no reference to my child or the venue, except by pseudonym.

..... (*Parent/Carer’s signature*)

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College of Arts, Society & Education
 BACHELOR OF EDUCATION (ECE)
 2018 Statement of Completion

ED2590
 Phase 1

	Name	Signature	Date
Preservice Teacher			
SBTE			
Centre			

Task	Initial
Obtained Parent/carer permission to conduct documentation of focus child's learning and development	
Gathered information for Situational Analysis task	
Gathered information for Documentation 1	
Gathered information for Documentation 2	
Gathered information for Documentation 3	
Gathered information for Documentation 4	
Developed a Teacher-initiated Experience plan based on Documentation 4	
Gathered information for Documentation 5	
Developed and implemented (if possible) Teacher-initiated Experience plan based on Documentation 5	
Completed 50 hours of Professional Experience over 10 weeks during the semester.	
Participated in <u>all</u> classroom activities. This can include implementing learning experiences designed by the preservice teacher, based on documenting a focus child's learning and development.	
Overall comments:	

ED2590: Early Childhood Education and Care 1

Attendance Record 2018

Preservice teachers must participate fully in the 50-hour practicum at the centre to which they are assigned. They are required to document their attendance, which will be verified by the SBTE. The **hours are spread 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 per day and **maximum** of 6 hours of contact time, including planning and reflection time with your SBTE. Contact time **does not** include lunch or tea breaks, but **does** include when children are sleeping.

Please complete the Attendance Record each week and ask your supervising teacher (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 practicum.

Prac week	Date Attended	Start	Finish	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					

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

V. Phase 2: Second Year Professional Experience (ED2488)

Phase 2: OVERVIEW

DURATION

Two-week block (undertaken in an ages 3 to 5 years prior-to-school setting)

Summary of Phase 2 (ED2488) Professional Experience

At the start of the two-week block professional experience, it is recommended that preservice teachers collaborate with their SBTE to **co-plan, co-teach**, and **co-reflect** on the effectiveness of teaching and learning, particularly in terms of learner engagement and outcomes. Throughout the practicum, preservice teachers should continue to take increasing initiative and responsibility for the planning and implementing of learning experiences.

REQUIREMENTS

Successful completion of two weeks of class contact.

Each day should include a **minimum** of 5 hours of class contact time **plus** negotiated co-planning and co-reflection time. Contact time **does not** include lunch or tea breaks, but **does** include when children are sleeping. To be eligible to pass the subject, a **satisfactory** professional experience report is required.

EXPECTED OUTCOMES

- Complete ten full days of guided planning, teaching and evaluation
- Complete a Situational Analysis
- Complete 1 Teacher observation and 5 documentations of children's learning and development
- Co-plan and co-teach with SBTE a minimum of 6 Teacher-initiated Experiences and co-write up 2 Emerging Learning and Teaching Opportunities
- Co-write 6 Day Plans and 2 Weekly Review Checklists
- Continue to develop a Learning Portfolio that includes: Situational Analysis, Teacher Observations, Documentations, Teacher-initiated Experiences, Emerging Learning and Teaching Opportunities, Day plans and Weekly review checklists

MAJOR ACTIVITIES

- Co-plan and co-teach a **minimum of 6** Teacher-initiated Experiences
- Complete 1 teacher observation
- Complete 5 documentations of children learning and development
- Co-write 2 Emerging Learning and Teaching Opportunities
- Co-write 6 day plans
- Co-write 2 weekly review checklists

REQUIRED MAJOR EVIDENCE OF ACTIVITIES

- Professional learning portfolio

PROFESSIONAL EXPERIENCE REPORT

The ED2488 Professional Experience Report to be *completed by the SBTE* and returned to JCU by preservice teacher within 7 days of practicum completion.

Phase 2: OUTLINE OF ACTIVITIES

Week	Activity
1	Introduction to Professional Experience Prepare Situational Analysis Collect centre's policies and add to your Learning Portfolio Complete 1 Teacher Observation Complete 2 Documentations of children's learning and development Co-plan 3 Teacher-Initiated Experience Plans Co-teach 3 Teacher-initiated Experiences Co-write 1 Emerging Learning and Teaching Opportunities Co-write 3 Day Plans and 1 Weekly Review Checklist Co-reflect on teaching and learning
2	Complete 3 Documentations of children's learning and development Co-plan 3 Teacher-initiated Experience Plans Co-teach 3 Teacher-initiated Experiences Co-write 1 Emerging Learning and Teaching Opportunities Co-write 3 Day Plans and 1 Weekly Review Checklist Co-reflect on teaching and learning
Final Day	PST: presents and discusses Learning Portfolio with SBTE SBTE: reviews and reflects on PST's presentation of learning portfolio, explains evaluation and completes report.
Please note:	All plans and information need to be added to the Professional Learning Portfolio

REMINDER: Attendance must be for complete days and include co-planning, co-evaluation, co-reflecting, centre meetings and extracurricular activities. Preservice teachers must notify the school immediately if they cannot attend for any reason and must negotiate make-up days. They must also notify the Professional Experience Unit of any changes negotiated.

Phase 2: PROFESSIONAL LEARNING PORTFOLIO

The essential product of this professional experience is a developmental and formative portfolio arranged with reference to the relevant ACECOA National Quality standard. PSTs will add illustrations of practice from this practicum to their learning portfolio.

In ED2488, the portfolio should include **selected** evidence for all these sections:

Requirements	Evidence
Personal statement	Introduction to Professional Experience
1. Planning and organising for learning	Co-plan 6 Teacher-Initiated Experiences Write 2 Emerging Learning and Teaching Opportunities Write 6 Day Plans and 2 Weekly Review Checklists
2. Interacting/ Teaching	Complete 1 Teacher Observation Co-teach 6 Teacher-initiated Experiences
3. Managing	Prepare Situational Analysis
4. Monitoring and Assessing	Complete 5 Documentations of children's learning and development
5. Professional Conduct	Collect centre's policies and add to your professional learning portfolio
6. Reflection	Co-reflect on teaching and learning

***Required standard: Minimum of 'Satisfactory' in all components of the practicum report.**

A range of templates has been provided to assist you in the completion of your professional learning portfolio. These templates are outlined for you below:

Personal statement: Introduction to Professional Experience refer to Appendix A.

1. Planning and organising for learning

Co-plan 6 Teacher-Initiated Experiences – refer to Appendix E.

Co-write 2 Emerging Learning and Teaching Opportunities – refer to Appendix F.

Co-write 6 Day Plans – refer to Appendix G.

Co-write 2 Weekly Review Checklists – refer to Appendix H.

2. Interacting/Teaching

Complete 1 Teacher Observation – refer to Appendix B.

Co-teach 6 Teacher-initiated Experiences – as above, refer to Appendix E.

3. Managing

Prepare Situational Analysis – refer to Appendix C.

4. Monitoring and Assessing

Complete 5 Documentations of children's learning and development – refer to Appendix D.

5. Professional Conduct

Collect centre's policies and add to your Learning Portfolio

Present and discuss Learning Portfolio with SBTE

6. Reflection

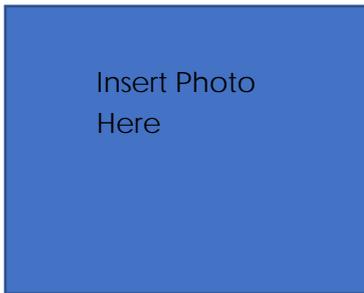
Co-reflect on teaching and learning – refer to Appendices E and F.

APPENDICES

Appendix A: Introduction to Professional Experience



Introducing...(put your name in here)



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*).

Appendix B – Teacher Observation Template – ED2488

This task is designed to assist the PST with awareness of the structure and flow of an activity. It is a way to make visible the often taken-for-granted planning that becomes almost automatic to participants, but which may not be obvious to a PST.

RECOMMENDATIONS FOR OBSERVING TEACHING STRATEGIES/TECHNIQUES

Negotiate a time for observation.

Discuss in advance the background information needed in order to contextualise what will be seen.

Observe classroom management techniques, such as giving clear instructions, dealing with interruptions, checking for understanding, giving feedback, using music, sounds or visuals

The preservice teacher (PST) should make written anecdotal notes of the experience, noting the SBTE's actions and directions, and what the children are doing in response.

PST and SBTE should discuss the observation and analyse it together

The following questions may help PSTs to observe what the SBTE is doing:

- What are the reasons for Teacher-initiated experiences?
- What is the context (play; real-life experiences; routines and transitions)?
- What is the learning environment (indoor; outdoor; individual; group)?
- Is the activity teacher-initiated or child-initiated?
- What resources are used for the activity?
- Which EYLF/QKLGs are targeted in this activity?
- How does the SBTE initially get students' focus?
- How does the SBTE make links to past learning?
- What questioning strategies does the SBTE use?
- How does the SBTE give instructions?
- What strategies does the SBTE use to move students from one learning experience to the next?
- What resources are used and how does the SBTE incorporate them into the activity?
- How does the SBTE cater for learner diversity?
- How does the SBTE check for understanding?
- How does the SBTE summarise and conclude a learning experience?
- How does the SBTE follow up the activity?

Teacher Observation Template

Date and Time:	Context (Play, Real-life experiences, Routines and Transitions, Indoor, Outdoor)	Individual, Small Group, Large Group:
Teaching Strategies	Observation	Learning and Development Areas
Brainstorming Concept map Demonstration/ Modelling Thinking skills strategies Describing Discussion: whole of class, small group Game Connecting with prior knowledge and with future goals Questioning (many kinds of questioning) Quiet think time Reading/ Listening Role play/ Drama Drawing/ Visual Arts Singing/Music Scaffolding Use of resources Encouraging Other?		<p>Identity/ Children have a strong sense of identity</p> <ul style="list-style-type: none"> • Building a sense of security and trust • Acting with increasing independence and perseverance • Building a confident self-identity <p>Connectedness/ Children are connected with and contribute to their world</p> <ul style="list-style-type: none"> • Building positive relationships with others • Showing increasing respect for diversity • Showing increasing respect for environments <p>Wellbeing/ Children have a strong sense of wellbeing</p> <ul style="list-style-type: none"> • Building a sense of autonomy and wellbeing • Exploring ways to show care and concern and interact positively with others • Exploring ways to promote own and others' health and safety • Exploring ways to promote physical wellbeing <p>Active learning/ Children are confident and involved learners</p> <ul style="list-style-type: none"> • Building positive dispositions and

		<p>approaches toward learning</p> <ul style="list-style-type: none"> • Increasing confidence and involvement in learning • Engaging in ways to be imaginative and creative • Exploring tools, technologies and information and communication technologies (ICTs) <p>Communicating/ Children are effective communicators</p> <ul style="list-style-type: none"> - Exploring and expanding ways to use language - Exploring and engaging with literacy in personally meaningful ways - Exploring and engaging with numeracy in personally meaningful ways
Classroom Management Strategies		
Comments		

Appendix C – Situational Analysis - ED2590

****Please note: there is a different template for ED2590 and ED2488**

This activity will help preservice teachers to learn about the community/families; the setting; and the learners, so that they will prepare experiences that more accurately cater for their learners. Consider SBTE guidance on which aspects will be relevant to include. This task assists PSTs to demonstrate knowledge of the learners at the practicum site. Data is to be reported using template subheadings.

Situational Analysis Template for ED2590

Type of Service (e.g. PrePrep, Long Day Care, Kindergarten)	Year Levels/ Age Groups
Children	
Information	Analysis <i>(Constraints and Potentials)</i>
Setting	
Information	Analysis
Families and Community	
Information	Analysis
Reference List	

Situational Analysis of Professional Experience Classroom Template for ED2488

This activity will help preservice teachers to learn about the community/families; the setting; and the learners, so that they will prepare experiences that more accurately cater for their learners. The Situational Analysis for **ED2488 also includes two anecdotal learner profiles**. Consider SBTE guidance on which aspects will be relevant to include. This task assists PSTs to demonstrate knowledge of the learners at the practicum site. Data is to be reported using template subheadings.

The SBTE should select the two learners to be profiled and discuss the reasons with the PST. Learner profiles are to be discussed by the PST and the SBTE and the PST needs to **start work on them in the first week of professional experience**. Where possible, PSTs are encouraged to observe the learners in different contexts, e.g., indoors/outdoors, varied KLAs, with other staff, with parents, settings other than the classroom. Learner profiles should be updated regularly. The learner profile should focus on the resources students bring to the classroom, NOT on a deficit view or a chance to confirm stereotypes and prejudices.

Situational Analysis Template for ED2488

Type of Service (e.g. PrePrep, Long Day Care, Kindergarten)	Year Levels/ Age Groups
Children	
Information	Analysis <i>(Constraints and Potentials)</i>
Learner 1 <i>(ability, sociability, backgrounds, interests, special needs and achievements)</i>	Learner 2 <i>(ability, sociability, backgrounds, interests, special needs and achievements)</i>
Setting	
Information	Analysis <i>(Constraints and Potentials)</i>
Families and Community	
Information	Analysis <i>(Constraints and Potentials)</i>
Reference List	

Appendix D – Documentation Template

Data will be collected using a range of observation methods that the preservice teacher will discuss with the SBTE. Notes from classroom observations will be shown to the SBTE, but in ED2590, analysis and future planning are to be done in preservice teacher's own time.

In ED2488, following preservice teacher's analysis, SBTE and PST will co-plan teacher-initiated experiences.

Queensland Kindergarten Learning Guideline/ Early Years Learning Framework Documentation Template – ED2590

Focus Child (pseudonym):			Date:			
Context			Learning Environment			
Play	Real-life experiences	Routines and Transitions	Indoor	Outdoor	Individual	Group
Methods of Documentation	Observations (What did you see/ hear? Include photos here)			Learning and Development Areas (Highlight areas addressed)		
Narratives <ul style="list-style-type: none"> • Running Records • Anecdotes • Learning Stories • Jottings • Diary or Journal • Children's Self-Reflections 				Identity/ Children have a strong sense of identity <ul style="list-style-type: none"> • Building a sense of security and trust • Acting with increasing independence and perseverance • Building a confident self-identity 		
Samples <ul style="list-style-type: none"> - Work samples/ artefacts - Time Samples - Event Samples 				Connectedness/ Children are connected with and contribute to		
Language Transcripts						

<ul style="list-style-type: none"> • Word Lists • Webs • Transcripts of Conversations • Interviews • Transcripts of Reading/Retelling • Jointly Constructed Texts 		<p>their world</p> <ul style="list-style-type: none"> • Building positive relationships with others • Showing increasing respect for diversity • Showing increasing respect for environments
<p>Visual Representations</p> <ul style="list-style-type: none"> • Photographs • Video/DVD Recordings • Diagrams and Sketches • Visual Diaries 		<p>Wellbeing/ Children have a strong sense of wellbeing</p> <ul style="list-style-type: none"> • Building a sense of autonomy and wellbeing • Exploring ways to show care and concern and interact positively with others • Exploring ways to promote own and others' health and safety • Exploring ways to promote physical wellbeing
<p>Checklists and Rating Scales</p>		<p>Active learning/ Children are confident and involved learners</p> <ul style="list-style-type: none"> • Building positive dispositions and approaches toward learning • Increasing confidence and involvement in learning • Engaging in

		<p>ways to be imaginative and creative</p> <ul style="list-style-type: none"> • Exploring tools, technologies and information and communication technologies (ICTs) <p>Communicating/ Children are effective communicators</p> <ul style="list-style-type: none"> - Exploring and expanding ways to use language - Exploring and engaging with literacy in personally meaningful ways - Exploring and engaging with numeracy in personally meaningful ways
<p>Analysis of Learning <i>(What is significant about these observations?)</i></p>		
<p>Ideas for Future Planning <i>(Brainstorm what could you do to further develop this child's learning)</i></p>		
<p>References</p>		

Queensland Kindergarten Learning Guideline/ Early Years
Learning Framework
Documentation Template – ED2488

Participants:			Date:			
Context			Learning Environment			
Play	Real-life experiences	Routines and Transitions	Indoor	Outdoor	Individual	Group
Methods of Documentation	Observations <i>(What did you see/ hear? Include photos here)</i>			Learning and Development Areas <i>(Highlight areas addressed)</i>		
Narratives <ul style="list-style-type: none"> • Running Records • Anecdotes • Learning Stories • Jottings • Diary or Journal • Children’s Self-Reflections 				Identity/ Children have a strong sense of identity <ul style="list-style-type: none"> • Building a sense of security and trust • Acting with increasing independence and perseverance • Building a confident self-identity 		
Samples <ul style="list-style-type: none"> - Work samples/ artefacts - Time Samples - Event Samples 				Connectedness/ Children are connected with and contribute to their world <ul style="list-style-type: none"> • Building positive relationships with others • Showing increasing respect for diversity • Showing increasing respect for 		
Language Transcripts <ul style="list-style-type: none"> • Word Lists • Webs • Transcripts of Conversations • Interviews • Transcripts of Reading/Retelling • Jointly Constructed Texts 						

		environments
Visual Representations <ul style="list-style-type: none"> • Photographs • Video/DVD Recordings • Diagrams and Sketches • Visual Diaries 		Wellbeing/ Children have a strong sense of wellbeing <ul style="list-style-type: none"> • Building a sense of autonomy and wellbeing • Exploring ways to show care and concern and interact positively with others • Exploring ways to promote own and others' health and safety • Exploring ways to promote physical wellbeing
Checklists and Rating Scales		Active learning/ Children are confident and involved learners <ul style="list-style-type: none"> • Building positive dispositions and approaches toward learning • Increasing confidence and involvement in learning • Engaging in ways to be imaginative and creative • Exploring tools, technologies and information and communication technologies (ICTs)

		<p>Communicating/ Children are effective communicators</p> <ul style="list-style-type: none"> - Exploring and expanding ways to use language - Exploring and engaging with literacy in personally meaningful ways - Exploring and engaging with numeracy in personally meaningful ways
--	--	--

Analysis of Learning
(What is significant about these observations?)

--

Ideas for Future Planning
(Brainstorm what could you do to further develop this child's learning)

--

References

--

Appendix E – Teacher-Initiated Experience Template for ED2590 and ED2488

In ED2590, PSTs are required to plan 2 teacher-initiated experiences and, if possible, to implement one of them.

In ED2488, PSTs are required to co-plan and co-teach a minimum of 6 Teacher-Initiated experiences, of 10 - 15 minutes' duration. PSTs are encouraged to work collaboratively with SBTEs to ensure the quality and suitability of their activities. PSTs in second year have had minimal experience with planning Teacher-initiated experiences and with specific classroom strategies.

Queensland Kindergarten Learning Guideline/ Early Years Learning Framework Teacher-Initiated Experience Template

Teacher-initiated Experience:		Date/ Time:	
Learning Outcome/ Descriptor:			
Reasons/ Background <i>(Summarise your analysis of learning and ideas for future planning in your Documentation)</i>			
Context <i>(Tick appropriate boxes)</i>			
Play	Real-life engagements	Routines and Transitions	
Learning Environment <i>(Tick appropriate boxes)</i>			
Indoor	Outdoor	Individual	Group
Resources <i>(What supplies do you need to deliver the experience?)</i>			

<p>Planning <i>(Provocations - how will you begin the experience?; Enhancement – how will you expand the experience?; Conclusion – how will you end the experience?)</i></p>
<p>Interacting <i>(Think about what intentional teaching practices you will use – how will you interact with the children?)</i></p>
<p>Monitoring and Assessing <i>(How will you document and analyse the experience?)</i></p>
<p>Reflecting <i>(What worked; what could be improved – This is to be written <u>after</u> the experience is delivered)</i></p>

Pre-service teachers demonstrate their commitment to self-reflection through:

- Systematic and thorough self-evaluation of individual aspects of professional experience, especially through written self-evaluation of all activities taught;
- Seeking and responding to feedback offered by their SBTE and other centre educators;
- Taking action to address areas of weakness;
- Critically applying ideas developed in university studies to professional experience contexts

Appendix F – Emerging Learning and Teaching Opportunities Template for ED2488

Emerging Learning and Teaching Opportunity Template

Emerging Learning Opportunity:		Date/Time:	
Learning Outcome/ Descriptor:			
Reason/ Background			
Context <i>(Tick appropriate boxes)</i>			
Play	Real-life experiences	Routines and Transitions	
Learning Environment <i>(Tick appropriate boxes)</i>			
Indoor	Outdoor	Individual	Group
Resources <i>(What resources did you use?)</i>			
Description of Opportunity <i>(What happened? What did you do?)</i>			
Monitoring and Assessing <i>(How did you monitor and assess the experience?)</i>			
Reflecting <i>(What worked; where to from here?)</i>			

Appendix G – Day Plan for ED2488

Day Plan

Please record all planned and spontaneous teaching and learning for the day.

Date	Week	Time	Class
Events of Interest			
Time	Teacher-Initiated	Child-initiated/ Emerging Learning <i>(write this after the day)</i>	Resources
Learning Environment		Assessment and Monitoring Opportunities	
Large Group Possibilities		Routines and Transitions	
Small Group Possibilities		Real-life Engagements	
Individual Possibilities		Play	
Reflections/ Forward Planning			

Appendix H –Weekly Review Checklist for ED2488

Weekly Review Checklist

Please tick off the learning and development areas you covered each day

OKLG learning & development areas	Mon	Tue	Wed	Thu	Fri
Identity					
A kindergarten child who has a strong sense of identity:					
• is building a sense of security and trust					
• acts with increasing independence and perseverance					
• is building a confident self-identity.					
Connectedness					
A kindergarten child who is connected with and contributes to their world:					
• is building positive relationships with others					
• shows increasing respect for diversity					
• shows increasing respect for environments.					
Wellbeing					
A kindergarten child with a strong sense of wellbeing:					
• is building a sense of autonomy and wellbeing					
• explores ways to show care and concern and interact positively with others					
• explores ways to promote own and others' health and safety					
• explores ways to promote physical wellbeing.					
Active Learning					
A kindergarten child who is a confident and involved learner:					
• is building positive dispositions and approaches towards learning					
• shows increasing confidence and involvement in learning					
• engages in ways to be imaginative and creative					
• explores tools, technologies and information and communication • technologies (ICTs).					

Communicating**A kindergarten child who is an effective communicator:**

• explores and expands ways to use language					
• explores and engages with literacy in personally meaningful ways					
• explores and engages with numeracy in personally meaningful ways.					

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 supervising teacher).

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 supervising teacher, 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 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 supervising teacher.

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 (07) 4781 5990

Preservice teacher:	Name:	
	Signature:	Date:
Contact details:	Mobile:	
	Home Phone:	
	Email:	
Professional Experience School/Centre:		
Professional Experience Block:	Phase 1: ED2590	Phase 2: ED2488
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**. It 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 requirements 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.

Procedure:

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]

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 supervising teacher
- In collaboration, develops an action plan – this may include counselling etc. BUT will NOT include more time in the school

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): *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).*

PLEASE PROVIDE THE PRESERVICE TEACHER WITH A COPY OF THIS ADVICE



College of Arts, Society & Education
BACHELOR OF EDUCATION (ECE)
 2018 Professional Experience Report

**Phase 2:
 ED2488**

Preservice Teacher:	Student ID:
SBTE:	Centre:

By the end of this prior-to-school professional experience, the preservice teacher demonstrates the following at a Satisfactory level for this early stage of learning.	Unsatisfactory	Satisfactory
Attendance: Completed required days		
Planning & Organising for Learning		
Co-planned 6 Teacher Initiated Experiences		
Co-wrote 2 Emerging Learning and Teaching Opportunities		
Co-wrote 6 Day Plans		
Co-wrote 2 Weekly Review Checklists		
Sought SBTE's guidance on children's learning and development outcomes in relation to their wellbeing as active learners and effectiveness as communicators when planning for learning		
Sought to understand children's current knowledge, ideas, culture, ability and interests in planning and organising for learning		
Used relevant resources, materials and equipment		
Comments in relation to this section		

Interacting/Teaching		
Completed 1 Teacher Observation		
Co-taught 6 Teacher-initiated Experiences		
Supported children to participate in the learning experiences		
Engaged with children in open and supportive interactions		
Was focused, active and reflective in developing learning experiences		
Comments in relation to this section:		
Managing		
Completed Situational Analysis		
Encouraged children to manage their own behaviour		
Adequately supervised children in their care		
Comments in relation to this section:		
Monitoring and Assessing		
Completed 5 documentations of children learning and development		
Comments in relation to this section:		

Professional Conduct		
Collected and annotated centre's policies		
Demonstrated understanding and adherence to legislative requirements		
Maintained the dignity and rights of every child		
Developed respectful and equitable relationships with children		
Where possible, developed supportive relationships with families		
Comments in relation to this section:		
Reflecting & Learning from Practice		
Co-reflected with SBTE on teaching, learning and development		
Completed reflections for this practicum phase (Personal Statement, Teacher-initiated Experiences, Emerging Learning and Teaching Opportunities)		
Comments in relation to this section:		
Overall Comment:		

Role	Name	Signature	Date
Preservice teacher			
Supervising teacher			
Site Coordinator			
Director of Professional Experience	Dr Lai Kuan Lim		