

Faculty of Humanities

Professional Experience Handbook

Bachelor of Education Early Childhood

EDE325 Professional Studies with Early Learning Quality Frameworks
in the First Five Years of Life

Guidelines for

Directors/Co-ordinators
Mentor Educators
Pre-service Teachers
Centre-based Supervisors

SCHOOL OF EDUCATION



Curtin University

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PROFESSIONAL EXPERIENCE STAFF CONTACT DETAILS

Professional Experience Administration

Phone: (08) 9266 7590
Fax: (08) 9266 2547
Email: hum-ed-ouaprac@curtin.edu.au

WELCOME TO PROFESSIONAL EXPERIENCE AT CURTIN UNIVERSITY

We would like to thank you for agreeing to participate in the professional experience component of our pre-service teacher education programs. We value your time, commitment and energy and appreciate your efforts to help our pre-service teachers embark on their professional preparation. We anticipate that beginning Early Childhood teachers will find working with children in schools and early learning centres enjoyable and rewarding. Professional experience placements provide opportunities for in-depth exploration of a chosen career, and the chance to trial, apply, reflect on and refine ideas that have been developing throughout each semester of the degree program.

The Professional Experience program is an integral part of the Teacher Education course at Curtin University. The program is based on three major premises: gradual, varied and integrated experiences. Success in professional experience is essential for pre-service teachers' professional development and for continuation in the course. Pre-service teachers must satisfactorily complete each stage of the Professional Experience program. Some key points to note:

- It is expected that all pre-service teachers will prepare learning experiences and keep a log of detailed observations and reflections. A template is provided to guide these processes; alternatively the format may be negotiated with the mentor educator.
- Absenteeism: Where absence is unavoidable pre-service teachers are required to notify both the Early Learning Centre and Curtin University Professional Experience Office no later than 8.00am on the day concerned. Pre-service teachers are often expected to make up days lost through absenteeism. An Absentee form is provided later in this handbook.
- Please forward all completed forms to the Professional Experience Office at the relevant address listed earlier in this handbook.
- Pre-service teachers must maintain a **Teaching File** as a comprehensive record of the activities, observations and planned learning experiences undertaken during professional experience. It is also strongly suggested that a resource file be developed to organise the ideas and resources used during placements.

The information presented in this handbook should answer any questions, alternatively please consult the contact list to speak to someone in person.

Course Structure

The Bachelor of Education (Early Childhood Education) is a 29 unit undergraduate degree that, if studied full-time, would be completed in four years of study. The course is comprised of core units that cover the essential topics required for Early Childhood teaching. After the first year, pre-service teachers have the opportunity to study a number of electives. All units are studied online; however, there is also a practical component, with pre-service teachers required to spend at least 100 hours in an early learning centre and 110 days of placement in schools throughout the duration of their studies. The program culminates in a final internship of one school term where Pre-service teachers assume responsibility for a class of children, under supervision from a mentor teacher. The Internship is worth 4 units towards the final degree.

Please refer the Open Universities Australia [website](#) for more specific detail regarding the structure of the course. The focus of this document is the Professional Experience component of the course.

The Professional Experience Team

GENERAL REQUIREMENTS, PRE-REQUISITES AND DOCUMENTATION NEEDED TO ORGANISE YOUR PROFESSIONAL EXPERIENCE

As identified earlier, Professional Experience is an integral part of Curtin University education degrees. Each school based professional experience must be undertaken in a different school, in order to be exposed to as wide a variety of learning environments as possible. Pre-service teachers may teach in Government, Catholic or Independent schools. Pre-service teachers are not permitted to teach in schools or early learning centres where family members are on staff or attending as students. Overseas students studying with Open Universities Australia may complete their school experience in an International School where English is the language of instruction.

Before pre-service teachers can undertake a Professional Experience placement in an accredited early learning centre or school, there are two processes that must be completed as follows:

1. Pre-service teachers must have appropriate documentation, relevant to individual states:

WA	<p>Western Australian Department of Education Screening Police History Check</p> <p>Criminal Record Check is now to be completed on ONLINE by clicking on Apply Now http://det.wa.edu.au/screening/detcms/navigation/new-applicant-screening/national-police-history-check--application-package/</p> <p>National Police History Check – Application Package</p> <p>1) Part 1: National Police History Check – Information and Payment Page</p> <p>Part 2: CrimTrac Application/Consent Form – National Police History Check</p> <p>IMPORTANT: You must download Part 1 and Part 2 and complete both documents and submit them as your application for a National Police History Check.</p> <p>Identification certification and verification</p> <p>2) Complete the form and send it with your payment directly to the address on the bottom of the form.</p> <p>When the document is returned to you, you need to email a copy to Curtin Admin, hum-ed-ouaprac@curtin.edu.au</p> <p>Working with Children Check (WWC)</p> <ol style="list-style-type: none"> a. Inform Curtin Admin by email, hum-ed-ouaprac@curtin.edu.au, that you require a WWC application form or collect the form from Curtin University, School of Education. b. Once you receive the form, fill in the remaining sections (in black pen) and take it to a post office to process. c. The commission will notify Curtin of your clearance. <p><i>Valid for 3 years</i></p>
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<p>NSW</p>	<p>Working With Children Check</p> <p>Complete the form found in the following link and email a copy of your Application Number or WWC number to, hum-ed-ouaprac@curtin.edu.au, for verification. https://wwccheck.cyp.nsw.gov.au/Applicants/Application#</p> <p>Valid for 3 years</p> <p>Anaphylaxis Training - The Director-General, DEC (NSW), has mandated the completion of anaphylaxis e-training all Teacher education students must complete the anaphylaxis e-training module provided by the Australian Society of Clinical Immunology and Allergy (ASCIA) prior to commencing any student placement in schools.</p> <p>The e-training is a free, online module available at http://etraining.allergy.org.au/</p> <p>Forward a copy of your Certificate to Curtin admin hum-ed-ouaprac@curtin.edu.au</p> <p>Valid for 2 years</p>
<p>SA</p>	<p>SA Child-related employment screening form</p> <p>a) Email Curtin Admin, hum-ed-ouaprac@curtin.edu.au , to inform them that you need a SA screening application form.</p> <p>b) Complete the form and take it to a Justice of the Peace or Police Officer for verification of your 100 point check. Then submit your application to a SA Post Office. Curtin University will be notified by the Department for Communities and Social Inclusion of your clearance.</p> <p>Working with Children/Police Check is valid for 3 years.</p> <p>South Australian Responding to Abuse and Neglect (RAN) Mandatory Training Compulsory before attending a school placement:</p> <ol style="list-style-type: none"> 1. Attended a face to face or online lecture that has presented the information and resources described in the presentation Promoting Safety and Wellbeing: Induction for tertiary students working with children and young people in education and care sites (DEC 2013) 2. Participated in follow up discussions and completed the prescribed quiz with 100% accuracy 3. Curtin Admin will post a Certificate of Completion to the student <p>Further information is available of Blackboard Community Site, under Professional Experience Information</p> <p>Valid for 3 years</p>

NT	<p>Working with Children http://www.workingwithchildren.nt.gov.au/</p> <p>a) Email Curtin Admin, hum-ed-ouaprac@curtin.edu.au, to inform them that you need an Ochre Card application form.</p> <p>b) Curtin will send you the form with the necessary information filled out. Complete the remaining sections and send it off to address on the last page of the form.</p> <p>The Commission will then send Curtin University a letter confirming the clearance.</p> <p>Valid for 2 years</p>
QLD	<p>Blue Card</p> <p>Students need to complete the Application Form and Identification Verification form. Once completed, the forms and the sighted and signed identification documents by a prescribed person, need to be emailed to hum-ed-ouaprac@curtin.edu.au Curtin staff will then sight all documentation, sign the application and email the application back to the student to send to Blue Card Services, which will take a minimum of 30 days to receive your clearance. https://www.bluecard.qld.gov.au/volunteers/howdoiapply.html</p> <p>Please do not send incomplete applications to Curtin as this will delay you receiving your WWC in time for your placement.</p> <p>Please note:</p> <p>A disqualified person must not...</p> <ul style="list-style-type: none"> • sign a blue card application, or • make an application to run a regulated child-related business, or • work in child-related employment or carry on a child-related business that is regulated by the Act. <p>The above offences may attract a penalty that could include imprisonment of up to five years and a fine of up to \$55,000.</p> <p>Click on link for further information https://www.bluecard.qld.gov.au/disqualification.html</p> <p>Valid for 3 years</p>
ACT	<p>Working with Vulnerable People</p> <p>a) Click on the link below. Scroll down and click on ‘Working with Vulnerable People’ application form http://www.ors.act.gov.au/community/working_with_vulnerable_people_wwvp/forms_and_fees</p> <p>b) Complete the application form, follow the directions to submit it, and once it is returned to you, send a copy to Curtin Admin, hum-ed-ouaprac@curtin.edu.au.</p> <p>Valid for 3 years</p>

VIC	<p>Working With Children Check</p> <p>a) Click on the link below and then click on 'Application Forms Request'. https://online.justice.vic.gov.au/wwccu/onlineapplication.doj</p> <p>c) Complete the form and take to a Post Office. Once it is returned to you, send a copy to Curtin Admin, hum-ed-ouaprac@curtin.edu.au . (Note: you will need a passport photo)</p> <p>Valid for 5 years</p>
TAS	<p>Working with Children Check</p> <p>http://www.justice.tas.gov.au/working_with_children/application</p> <p>This can take 6 weeks to obtain.</p> <p>Valid for 3 years</p>

Please note: *If you are overseas, you will need to satisfy the local requirements for working with children in the country you are living.*

- Students must have signed a [Code of Conduct.pdf](#) agreement and return a copy to Curtin Professional Experience Office, hum-ed-ouaprac@curtin.edu.au.

Guidelines for Selection of Mentor Teachers and Supervisors

- Mentor Teachers and Supervisors must not be related to the pre-service teacher and must not have previously acted in this capacity for the pre-service teacher.
- Mentor Teachers must be a fully qualified classroom teacher and have had at least three years full-time teaching experience. They must be registered with the appropriate state or federal teacher registration body of college of teaching.
- Supervisors must also hold an appropriate teaching qualification recognised by Curtin University and can be one of the following:
 - Principal, Acting Principal, Assistant Principal, Deputy Principal, or Senior Teacher (or equivalent) employed at the school where the Professional Experience is to be completed.
- A recently-retired person of an equivalent status/rank to the above.

Why a Mentor and Supervisor?

- Two different people are responsible for assessing and reporting on every student's placement. This is because the School-based Supervisor essentially takes the role that a University representative would usually take. In our online program we do not provide university representatives to take this role, as our students are so numerous and located across such a wide range of locations, that it would be impossible.
- All universities require students to be assessed by two people – this is a standard expectation that ensures fairness and equity to all students.

OVERVIEW OF PROFESSIONAL EXPERIENCE PLACEMENTS IN THE BACHELOR OF EDUCATION (ECE) PROGRAM

The table below provides you with a summary of the timing, length of placement and the location within the program for each of the professional experience placements. You will see that the professional experience placement is situated within a unit of work, which has an overall theme or focus area. This information is to provide guidance on the expected range of skills, content knowledge and anticipated abilities of pre-service teachers.

	Year 1	Year 2	Year 3	Year 4
		<p>Unit: Professional Studies in Teaching and Assessment in Junior Primary</p> <p>Focus area: Pedagogy, planning, assessment practices, reflective practice</p> <p>Length of placement: 3 weeks</p>	<p>Unit: Professional Studies in Supportive Learning Environments with Three to Five Year Olds</p> <p>Focus area: Guiding behaviour, supportive environments, observation and documentation, inquiry, reflective practice</p> <p>Length of placement: 3 weeks</p>	
			<p>Unit: Professional Studies with Early Learning Quality Frameworks in the First Five Years of Life</p> <p>Focus area: Pedagogy, assessment practices, reflective practice, relationships</p> <p>Length of placement: 1 day per week for 10 weeks immediately followed by a 3 week block</p>	<p>Unit: Education Internship</p> <p>Focus area: Pedagogy, transition into beginning teacher, reflective practice</p> <p>Length of placement: One school term</p>

ROLES & RESPONSIBILITIES

Person	Role	Major Responsibilities	Liaison	Notes
Director or nominated centre based staff member	Centre Professional Experience Coordinator	<ul style="list-style-type: none"> Welcome the pre-service teacher into the early learning centre: introduce to staff and induct student into the early learning centre context. Ensure that mentor educators are informed of the placement and have access to the Curtin Professional Experience Handbook. Mediate if necessary between the pre-service teacher and the mentor educator. 	<ul style="list-style-type: none"> Mentor Educator Pre-service Teacher Unit Co-ordinator Professional Experience Office 	<ul style="list-style-type: none"> Pre-service teachers do not have the legal responsibility to be solely in charge of children. They are not to be used as relief staff or included in staff to children ratios.
Mentor Educator	Mentor	<ul style="list-style-type: none"> Induct the pre-service teacher into the centre and articulate centre practices and routines. Facilitate the placement as per the guidelines in the relevant Curtin Professional Experience Handbook. Conduct a total of 7 mentoring sessions (@10-30 mins). Review mentoring support videos (see resources section). Review and provide feedback on experience plans. Provide written post-experience feedback that is constructive. Discuss the pre-service teacher's progress with the Supervisor. Alert the Centre-based Supervisor if the pre-service teacher is at risk of failing. Work with the Centre-based Supervisor and the pre-service teacher to complete the <i>At Risk Form</i>. Complete the assessment forms; sign and have the pre-service teacher pursue and sign, and give a copy to the pre-service teacher to take with them. 	<ul style="list-style-type: none"> Centre-based Supervisor Unit Co-ordinator 	<ul style="list-style-type: none"> Pre-service teachers do not have the legal responsibility to be solely in charge of children. They must be supervised at all times.

Centred-based Supervisor	Confirmation of satisfactory progress OR at-risk	<ul style="list-style-type: none"> Formally observe the pre-service teacher conducting an experience. Provide written and verbal feedback on the experience to the pre-service teacher. Provide a copy of the written feedback to the pre-service teacher. Discuss the pre-service teacher's progress with the mentor educator. Examine the pre-service teacher's Professional Experience teaching file and comment on the quality and/or make suggestions of what could be added. Complete the Assessment Form: provide a copy (on the day if possible) to the pre-service teacher, and send the original to the Professional Placement Office at Curtin. Contact the Professional Placement Office at Curtin if a pre-service teacher is deemed At Risk. Work with the mentor educator and the pre-service teacher to complete the At Risk Form. 	<ul style="list-style-type: none"> Mentor educator Pre-service teacher Professional Placement Officers 	<ul style="list-style-type: none"> Please ensure that the pre-service teacher has indicated their preferred experiences for observation. Pre-service teachers At Risk may require an additional visit. You may contact the Unit Coordinator if there are significant issues in regards to a pre-service teacher's placement/experience.
Pre-service Teacher	Temporary member of staff	<ul style="list-style-type: none"> Contact the Early Learning Centre prior to your placement. Undertake the recommended number of pre-visits. Contact your Centre-based Supervisor as soon as possible, and ensure you send them a copy of your schedule and preferred experience for observation. Then maintain contact with your Centre-based Supervisor. Thoroughly read through the relevant Professional Experience Handbook: in particular, your observation and teaching requirements AND the assessment forms against which you will be graded. Make time to plan with your mentor educator. Participate in a total of 7 mentoring sessions (@10-30 mins). Provide copies of Professional Learning Conversation records for mentoring sessions 1-4, to your mentor. Ensure Professional Learning Conversation records for mentoring sessions 1-4 are 	<ul style="list-style-type: none"> Unit Coordinator Mentor Educator Centre-based Supervisor Professional Experience Office 	<ul style="list-style-type: none"> Pre-service teachers do not have the legal responsibility to be solely in charge of the children. They are not to be used as relief educators or included in staff to children ratios. Do NOT use social networking sites (e.g. Facebook) to discuss matters pertaining to the centre, educators, parents or children. Do NOT use children's photos in any

		<p>completed (by you or your mentor) and signed (by your mentor/person providing feedback). Each completed Professional Learning Conversation record (1-4) must be included when you submit your ePortfolio items. Sessions conducted in the three week block (5-7) - keep completed copies of the record in your teaching file.</p> <ul style="list-style-type: none"> • Provide your mentor educator with a hard copy of your experience plans at least 24 hour PRIOR to teaching the experience. • Attend and participate in as many extra-curricular activities as possible AND staff meetings and professional development opportunities. • Seek and LISTEN to feedback and advice. • Observations of children - the learning and development of between 2-4 children should be focused upon and documented over the practicum. Parent permission must be obtained. • Ensure that you have a copy of the Centre-based Supervisor's written feedback AND their assessment form. • Ensure that you SIGN and receive a copy of your final report from your mentor teacher. You must take this with you on your last day and submit it to the Professional Placement office immediately. • Ensure that your Mentor has signed the attendance log. This must be included submitted to the Professional Placement office with your final report. 		<p>online forums.</p> <ul style="list-style-type: none"> • Professionalism must be maintained at all times including personal conduct and dress code. • You must pass BOTH the theory and professional experience components of your unit to pass overall.
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Professional Experience Office	Placement & monitoring	<ul style="list-style-type: none"> • Distribute and collect all necessary student documentation, including the Professional Placement information forms. • Monitor the returning of Mentor Educator and Centre-based Supervisor paperwork. • Inform the Unit Coordinator of any students reaching At Risk status. 	<ul style="list-style-type: none"> • Unit Co-ordinator • Pre-service Teachers 	
Unit Co-ordinator	Unit management	<ul style="list-style-type: none"> • Ensure that all pre-service teachers are well-aware of the expectations Curtin University has of them during their placement. • Ensure that all pre-service teachers have access to the relevant Professional Experience Handbook, and understand the requirements of their particular placement. • Work with the Centre-based Supervisor and Mentor Educator to monitor At Risk students. • Enter all results into Blackboard. • Guide students in the selection of accredited Centres. 	<ul style="list-style-type: none"> • Professional Placement Office • Mentor Educator • Centre-based Supervisor 	<ul style="list-style-type: none"> • Students who fail either the theory or the Professional Placement need to be recorded in a database.

THIRD PROFESSIONAL EXPERIENCE

During this Professional Experience, pre-service teachers should accept an increasing responsibility for a variety of learning experiences. These should include:

1. plan and implement meaningful learning experiences, to industry standards, for infants, toddlers and young children within early learning settings; (ULO 1)
2. demonstrate a developing leadership style through engagement with an organisational culture and professional learning community; (ULO 2)
3. create and maintain collaborative relationships with families and colleagues while developing teacher professional identity, resilience and emotional wellbeing; (ULO 3)
4. analyse and evaluate the National and State law and policy and the impact these have on early learning environments, families and children; (ULO 4)

Learning experience plans need to be submitted in advance and evaluations submitted the following day of attendance at the Centre. These plans should be professionally presented in the pre-service teacher's **Teaching File**, and be available for the mentor educator, Director/coordinator and Centre-based supervisor at all times.

LEGAL LIABILITY

While it is desirable for the pre-service teacher to become fully involved in the centre's activities, it should be noted that the pre-service teacher does not assume the legal responsibility of an employed fully-qualified and registered teacher.

No pre-service teacher should be left alone with children at any time. The Director/Centre Co-ordinator and staff of the centre are legally responsible for the care of the children at all times.

Note: Where a pre-service teacher holds a children's services qualification (Certificate or Diploma), legal responsibility is not assumed, as all pre-service teachers are placed as a student of the University and are making the transition from pre-service teacher to early childhood teacher.

THE PROFESSIONAL EXPERIENCE

Pre-service teachers are required to observe the many roles of the educator in an Early Learning Centre and have opportunities to experience success in their initial teaching efforts. Pre-service teachers are expected to take every opportunity to discuss with their mentor educators the completion of set tasks, preparation, organisation, and presentation of learning experiences. A pre-service teacher's development in the observation, interpretation, and documentation is instrumental in becoming a competent teacher. An opportunity for pre-service teachers to observe children in a variety of centre settings is also very valuable.

Week Prior to Beginning the Professional Experience:

- Establish contacts with the centre/mentor and group.
- Make observations of the centre and have discussions with staff.
- Pre-service teacher to contact Centre-based Supervisor.
- Negotiate a mutually agreeable day to attend the centre once a week for 10 weeks.

Weekly visits

Pre-service teachers are expected to attend the centre one day a week for 10 weeks immediately prior to a three-week block placement. This means the pre-service teacher will be at the centre for an 8-hour day each visit, working in with centre arrangements. Ideally, the 10 weekly visits will be on the same day of the week. Over the course of the placement the Pre-service teacher should experience at least two openings of the centre and two closes.

The Placement Schedule shows the focus age group or staff. As far as possible, this schedule should be followed as it enables the pre-service teacher to complete tasks related to assignment requirements. Where centres have different room arrangements the pre-service teacher, in consultation with their mentor, should aim to spend time with children as close to the focus age group as possible. The time spent with the mentor will be in the room/on the floor where the mentor is rostered.

Pre-service teachers are expected to take no more than one hour off the floor for each of the 10 days they visit prior to the three-week block placement to work on ePortfolio tasks for this unit. Please note that this one hour off the floor each visit should not be the lunch hour/time. The mentor educator's signature is required to confirm attendance for each of the 10 weekly visits and each day of the three-week block placement

PLACEMENT SCHEDULE

Study Week	Topic	Focus Quality Areas	Focus EYLF Outcomes	Focus age group/staff	Placement Information	Mentoring
Prior to placement visit/s						
Week 1	Topic 1 Setting the Scene – the Early Learning Context <ul style="list-style-type: none"> ○ Curriculum and Policy ○ Legal and Professional Requirements ○ The National Quality Framework For Education and Care Services ○ National Law ○ National Regulations 	QA 1 QA 2 QA 3 QA 4 QA 5 QA 6 QA 7	EYLF Outcomes 1,2,3,4,5	In the same room as the Mentor (all day)	1 day per week	Informal mentoring
Week 2	Topic 2 Roles and responsibilities in the Early Learning Centre <ul style="list-style-type: none"> ○ The National Quality Framework For Education and Care Services ○ National Law ○ National Regulations ○ Codes of Practice ○ Policies ○ Own Philosophy ○ Assessment & Rating Process – Overview 	QA 1 QA 2 QA 3 QA 4 QA 5 QA 6 QA 7	EYLF Outcomes 1,2,3,4,5	In the same room as the Mentor (all day)	1 day per week	Informal mentoring
Week 3	Topic 3 The Importance of Relationships <ul style="list-style-type: none"> ○ Image of the Child ○ Child Development ○ Attachment Theory/Bonding ○ Relationships with Children ○ Partnerships and Relationships with Families ○ Parent and Carers (Barriers / Vulnerable Families) 	QA 5 QA 6	EYLF Outcome 1	0-2 years (all day)	1 day per week	Informal mentoring
Week 4	Topic 4 Observing, Interpreting and Documenting Children’s Learning Caregiving as Curriculum - Infants <ul style="list-style-type: none"> ○ and Toddlers ○ Programming & Planning ○ Centre Philosophy 	QA1	EYLF Outcome 4	In the same room as the Mentor (all day)	1 day per week	Mentoring Session 1

	<ul style="list-style-type: none"> ○ Observation & Documentation ○ Assessment ○ Intentional Teaching ○ Reflective Practice – Building a Reflective Culture ○ Play Based Learning ○ Inclusion ○ 					
Week 5	Topic 5 <ul style="list-style-type: none"> ○ Environments <ul style="list-style-type: none"> ○ Programming & Planning ○ Indoor Environments ○ Outdoor Environments ○ 	QA3	EYLF Outcome 3	4-5 years (all day)	1 day per week	Mentoring Session 2
Week 6	Topic 6 Fostering Cognitive & Language Development <ul style="list-style-type: none"> ○ Cognitive Development ○ Language Acquisition & Development ○ Talking to Children ○ Programming & Planning ○ Numeracy and Literacy Integration 	QA1 QA5	EYLF Outcome 5	4-5 years (all day)	1 day per week	Mentoring Session 3
Week 7	Topic 7 Transitions, Resilience and Self Regulation <ul style="list-style-type: none"> ○ Social & Emotional Development ○ Routines & Rituals ○ Effective Transitions ○ Building Resilience in Young Children ○ Staff Rosters & Primary Caregivers 	QA5 QA6	EYLF Outcome 4	Toddlers room (all day)	1 day per week	Mentoring Session 4
Week 8	Topic 8 Promoting Children’s Health and Safety <ul style="list-style-type: none"> ○ Children’s Health and Safety ○ Physical Activity For Young Children ○ Nutrition ○ Physical Activity Policies and Practices ○ Adventurous Play ○ Excursions ○ Mandatory Reporting Requirements 	QA2	EYLF Outcome 3	Toddlers room (all day)	1 day per week	Informal mentoring
Week 9	Topic 9 Managing to Support Quality	QA 1 QA 2 QA 3	EYLF Outcomes 1,2,3,4,5	In the same room as the Mentor	1 day per week	Informal mentoring

	<ul style="list-style-type: none"> ○ Assessment & Rating Process ○ The National Quality Framework For Education and Care Services ○ National Law ○ National Regulations ○ Quality Improvement Plans and Record Keeping ○ Waivers 	QA 4 QA 5 QA 6 QA 7		(all day)		
Week 10	Topic 10 Leadership in the Early Learning Context. <ul style="list-style-type: none"> ○ Leadership styles & Models ○ Engaging educators ○ Quality Improvement Plans ○ Staff guidance and direction 	QA 7	EYLF Outcomes 1,2,3,4,5	0-2 years (all day)	1 day per week	Informal mentoring
Week 11	Topic 11 Community Projects and Cultural Competency <ul style="list-style-type: none"> ○ Culture ○ Cultural Competence 	QA6	EYLF Outcome 2	All week - 0-2 years (all day)	3 week block	3 x Mentoring sessions
Week 12	Topic 12 Reflection <ul style="list-style-type: none"> ○ Revisit/Review Own Philosophy 	QA 1 QA 2 QA 3 QA 4 QA 5 QA 6 QA 7	EYLF Outcomes 1,2,3,4,5	All week - 0-2 years (all day)	Immersion in the Centre & Context 15 Observations (5 per week) 9 x Experience Plans (3 per week) (See below)	
Week 13		QA 1 QA 2 QA 3 QA 4 QA 5 QA 6 QA 7	EYLF Outcomes 1,2,3,4,5	All week - Same room as mentor (all day)		

Three-Week Block Placement

Week One:

- Conduct a minimum of 5 separate observations using the example Observation Protocols in this handbook, or the observation/documentation formats used in the centre. These observations need to be in your Teaching File and will be appraised by your Centre-based Supervisor.
- Use observations to plan, teach and evaluate four fully-prepared indoor/outdoor learning experiences. Develop two learning stories. These Experience Plans and your learning stories need to be in your Teaching File and will be appraised by your Centre-based Supervisor.
- Carry out the role of assistant when not involved in observing/teaching.

Week Two:

- Conduct a minimum of 5 separate observations using the example Observation Protocols in this

handbook, or the observation/documentation formats used in the centre. These observations need to be in your Teaching File and will be appraised by your Centre-based Supervisor.

- Use observations to plan, teach and evaluate five fully-prepared indoor/outdoor learning experiences. Develop three learning stories. These Experience Plans and your learning stories need to be in your Teaching File and will be appraised by your Centre-based Supervisor.
- It is recommended that pre-service teacher be responsible for setting up the indoor environment for one room at least for one day.
- Carry out the role of assistant when not involved in observing/teaching.

Week Three:

- Conduct a minimum of 5 separate observations using the example Observation Protocols in this handbook, or the observation/documentation formats used in the centre. These observations need to be in your Teaching File and will be appraised by your Centre-based Supervisor.
- Use observations to plan, teach and evaluate five fully-prepared indoor/outdoor learning experiences (two experiences should be sequential and include transitions for children). Develop three learning stories. These Experience Plans and learning stories need to be in your Teaching File and will be appraised by your Centre-based Supervisor.
- It is recommended that pre-service teachers be responsible for setting up the indoor and outdoor environment for one room at least for one day.
- Carry out the role of assistant when not involved in observing/teaching.
- Final Day: Conclude all evaluations, debrief of the Professional Experience.

ASSESSMENT

During the placement, the mentor educator is asked to complete the relevant Assessment Form. University policy on the assessment of Professional Experience is a developmental one.

Pre-service teachers at this level are graded as **Pass** or **Fail**. The assessment form includes a number of areas in which the pre-service teacher is expected to develop during the placement. Still requiring development in a few areas does not preclude an overall “Pass” assessment.

A centre-based supervisor will visit the pre-service teacher to observe their progress in week 2 of the block placement which occurs immediately following the 10 weekly one day visits. If a mentor educator has any concerns about a pre-service teacher, s/he is asked to contact Curtin and begin the At Risk process **as soon as possible** (contact details in this handbook).

The contents of the assessment form should be discussed with and signed by the pre-service teacher to acknowledge the report has been read.

Mentor educators are asked to send their report as soon as possible to the Professional Experience Office – hum-ed-ouaprac@curtin.edu.au

ASSESSMENT FORMS FOR THE MENTOR EDUCATOR

We appreciate the time and effort that Mentor educators give Curtin pre-service teachers during their third Professional Experience placement. There are **two parts** to the assessment for the professional experience:

1. A **checklist** (formative evaluation) includes some examples of what you can expect your pre-service teacher to demonstrate during the placement. Please talk through this assessment process together with your pre-service teacher and identify the strengths that he/she has demonstrated in the centre and the aspects that require attention, giving some ideas about how to improve these. We have used the Australian Professional Standards, The Early Years Learning Framework and the National Quality Standard for the mentor educator to frame the assessment.

It is expected that pre-service teachers will be able to show some progress in each of the standards. If the pre-service teacher does not get an opportunity to demonstrate the capabilities identified please indicate this by writing “not observed” in the comments column. Please keep in mind that the pre-service teachers are in **their third experience in the role of a teacher**. If you notice additional achievements, please note these in your final report.

2. A **final assessment** (summative evaluation) of “**Pass**”, or “**Fail**” at this level. It is not necessary that every item in the checklist is demonstrated for a ‘Pass’. On balance you should be able to see most of the areas have been achieved or improved, and be confident that these will continue to develop.

Return of Form

Please email us if you would like an electronic version of this form.

Please email or fax the Teaching Assessment Form to:

Email: hum-ed-ouaprac@curtin.edu.au

ASSESSMENT ELC: CHECKLIST
PROFESSIONAL STUDIES WITH EARLY LEARNING QUALITY FRAMEWORKS IN THE
FIRST TO FIVE YEARS OF LIFE
COMPLETED BY THE MENTOR EDUCATOR

Pre-service Teacher: _____ **Student ID:** _____
 (Print Surname) (Print Given Names)

Early Learning Centre: _____

Professional Experience Dates: _____

(Please tick the appropriate box and write a comment if necessary)

Standard 1. Know Students and How They Learn	Links to EYLF	Links to NQS	Competent	Not Yet Competent	Comment
Uses language appropriate to children's development.	Outcome 1 Outcome 5	5.1			
Establishes rapport with all children and demonstrates respect for difference.	Outcome 1	1.1.5 4.2 5.1 5.2			
With assistance designs learning experiences and strategies appropriate to children's development.	Outcome 1 Outcome 4	1.1.1 1.1.2			
Demonstrates knowledge of child development and how it affects learning.	Outcome 1 Outcome 4	1.1.2 1.2.1			
Demonstrates knowledge of research into how children learn.	Outcome 1	7.2			
Demonstrates knowledge of strategies that are responsive to the strengths of children from diverse backgrounds	Outcome 1 Outcome 2 Outcome 4	1.1.1 1.1.2 1.1.6 5.1 6.2			
Demonstrates strategies that support participation of children with disabilities.	Outcome 1 Outcome 2 Outcome 4	1.1.1 1.1.2 1.1.6 5.1 6.3			
Standard 2. Know Content and How to Teach It	Links to EYLF	Links to NQS	Competent	Not Yet Competent	Comment
Clearly explains concepts and ideas.	Outcome 5	5.1			
Experience planning and content are linked to relevant curriculum documents and learners' development and background.	Outcome 4	1.1.1 1.1.2			
Uses ICT resources in planning and teaching.	Outcome 4 Outcome 5	1.1.1			
Uses a range of appropriate strategies for teaching literacy and numeracy.	Outcome 4 Outcome 5	1.1.1			

Standard 3. Plan For and Implement Effective Teaching and Learning	Links to EYLF	Links to NQS	Competent	Not Yet Competent	Comment
Assessment procedures are included in learning experience plans.	Outcome 1	1.2			
With assistance, uses a range of teaching, learning and assessment strategies.	Outcome 4	1.1 1.2			
Suitable resources are prepared and used effectively.	Outcome 4	1.1.5 3.1 3.2 3.3			
Is developing a range of teaching strategies.	Outcomes 1- 5	1.1.5			
Uses a range of suitable resources.	Outcome 4	1.1.5 3.1 3.2			
Reflects on own teaching.	Outcomes 1- 5	7.2			
Provides opportunities for family involvement.	Outcome 2	6.1 6.2			
Standard 4 – Create and Maintain Supportive and Safe Learning Environments	Links to EYLF	Links to NQS	Competent	Not Yet Competent	Comment
Offers encouragement to all children to enhance learning and self-confidence.	Outcomes 1- 5	1.1.5 1.1.6			
Well-prepared regarding time, resources and physical space.	Outcome 4	3.1 3.2			
Demonstrates awareness of what is occurring in the learning setting.	Outcomes 1- 5	4.1			
Deals with children fairly and respectfully.	Outcome 5	1.1.6 4.2			
With support, uses routines and procedures that positively guide children behaviour.	Outcome 2	1.1.5 5.2			
Plans for effective indoor / outdoor learning environments that support children’s well-being and safety.	Outcome 4	1.1.5 1.1.2 2.1.1 2.3 4.1			
Uses teaching strategies that are engaging and inclusive.	Outcomes 1- 5	1.1.5			
Demonstrates a high standard of oral and written communication.	Outcomes 1- 5	5.1			
Is developing strategies for guiding behaviour.	Outcome 2	1.1.5			
Complies with centre policies regarding safety and health.	Outcome 3	2.1 2.2 2.3			
Understands strategies that support safe use of ICT.	Outcome 4 Outcome 5	4.1			

Standard 5. Assess, Provide Feedback and Report on Student Learning	Links to EYLF	Links to NQS	Competent	Not Yet Competent	Comment
Records observations and achievements of children.	Outcomes 1-5	1.2.1			
Provides individual assistance and specific feedback.	Outcomes 1-5	1.1.5			
With assistance, uses assessment to inform judgements about children learning and identify effective and ineffective teaching strategies.	Outcome 5	1.2			
Observes, interprets and documents children's learning.	Outcomes 1-5	1.1.2			
Listens to children's thinking and provides feedback.	Outcomes 1-5	1.1.5 1.1.6 5.1			
Uses pedagogical documentation to make learning visible to children and families.	Outcome 1	1.1.4 6.2			

**FINAL ASSESSMENT REPORT
PROFESSIONAL STUDIES WITH EARLY LEARNING QUALITY FRAMEWORKS IN THE
FIRST TO FIVE YEARS OF LIFE
COMPLETED BY THE MENTOR EDUCATOR**

Strengths:	
Areas Needing Development:	
Conclusion:	
<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL

Mentor Educator: _____ (Print Name) _____ (Signature)

Pre-service Teacher: _____ (Print Name) _____ (Signature)

Date of Completion by the Mentor Educator: _____

Please email or fax the completed document to:

Email: hum-ed-ouaprac@curtin.edu.au

Please provide a copy to the Pre-service Teacher

ABSENTEE FORM

Pre-service Teacher: _____
(Print Last Name) (Print Given Name/s)

Early Learning Centre: _____

Dates of Placement: From _____ To _____

Dates of Absence: _____
(Pre-service teachers must make up absent days *immediately* following the official placement dates)

Medical Certificate Provided No Yes
(Doctor's certificate/s to be sent with this form if absent 3 days or more)

Date/s Attended for Make-up Days: _____

Mentor Educator: _____
(Print name) (Signature) (Date)

Please email or fax the completed form with Doctor's certificate (if applicable) to:

Email: [hum-ed-
ouanrac@curtin.edu.au](mailto:hum-ed-ouanrac@curtin.edu.au)

ASSESSMENT FORMS FOR CENTRE-BASED SUPERVISORS

Thank you for supporting our Curtin pre-service teachers during their Professional Experience placement. We appreciate your time, effort and expertise. Another assessor apart from the Mentor Educator provides an additional viewpoint on the pre-service teacher's progress. Rather than working closely with the pre-service teacher over time, as the Mentor Educator does, the Centre-based Supervisor takes more of a "snapshot" of progress by observing one or two learning experiences.

Please meet with the pre-service teacher **during the second week of the 3 week block placement**. The pre-service teacher will contact you to establish a mutually acceptable time for this visit. This meeting gives the pre-service teacher time to work with the children but also time should you feel the need to undertake a second formal meeting/observation if there were serious concerns about the pre-service teacher.

You should watch the pre-service teacher take one or two learning experiences and view their **Teaching File and Resources**. Please make detailed notes and then summarise these into the following assessment form.

Please give a copy of this form to the pre-service teacher, retain a copy for your records and send one to the Professional Experience Office.

The **PRE-SERVICE TEACHER STANDARDS CHECKLIST** in this handbook indicates some of the expectations of this third placement although clearly you would not be expected to see all of these demonstrated.

Return of Form

Please email us if you would like an electronic version of this form.

Please email or fax the Teaching Assessment Form to:

Email: hum-ed-ouaprac@curtin.edu.au

**ASSESSMENT REPORT
 PROFESSIONAL STUDIES WITH EARLY LEARNING QUALITY FRAMEWORKS IN
 THE FIRST FIVE YEARS OF LIFE
 COMPLETED BY THE CENTRE-BASED SUPERVISOR**

Pre-service Teacher Name:	
Date of Observation:	Observation Time:
Group:	Learning Experience(s):
Early Learning Centre:	

Strengths

Areas needing development

Conclusions

PASS

FAIL

**Centre-based
Supervisor:**

_____ (Print Name)

_____ (Signature)

Pre-service Teacher:

_____ (Print Name)

_____ (Signature)

Date:

Please email or fax the completed document to:

Email: hum-ed-

Please provide a copy to the Pre-service Teacher

STUDENTS 'AT RISK'

Most pre-service teachers continue to develop and progress satisfactorily during the course of their placement. Occasionally a mentor educator will have serious concerns.

At Risk is the term used to signify that the pre-service teacher is failing to make progress towards meeting the competencies and the required professional behaviour and skills at a level normally expected of pre-service teacher at their stage of professional learning.

If you have a pre-service teacher who you consider is At Risk of failing then please be guided by the following steps:

- Please contact the Professional Experience Office [(08) 9266 7590] for guidance upon initiating an At Risk procedure. The contact details are at the front of this handbook.
- The At Risk process is not an automatic fail, it is a process to help the pre-service teacher, mentor and school-based supervisor identify aspects that need improving and provide the pre-service teacher with an opportunity to improve their practices in order to pass their placement.
- At Risk is an opportunity for the pre-service teacher, mentor teacher and supervisor to discuss progress, identify areas for improvement and to set out aspects that need to be improved if the placement is to be completed successfully. Please use the At Risk form to guide this process.
- At Risk procedures should be commenced **as soon as possible**.
- The completed At Risk form should be signed by the pre-service teacher, mentor and supervisor. Everyone should keep a copy of this form, and a completed copy should be forwarded to the Professional Experience Office.
- At the end of the placement, the pre-service teacher, mentor and school-based supervisor should meet and discuss the aspects set out on this form. If the pre-service teacher has managed to address these successfully, then they should be awarded a pass. If they have failed to address them, then a fail should be awarded.

Or

Under Section 7.7 (7.7.2) of the Curtin Fieldwork Education Policy, if a student is terminated by the Centre or terminates themselves from their placement, they will be deemed as failing the unit.

AT RISK RECORD

Part A

Name of Pre-Service Teacher: _____ ID: _____

Centre: _____ Professional Studies Unit Code: _____

Mentor Educator: _____ Curtin Supervisor: _____

Key reasons for “At Risk” status: (These elements are considered developmental **goals**):

1. _____
2. _____
3. _____
4. _____
5. _____

Developmental strategy: (List strategies to be used to support the pre-service teacher in achieving the above developmental goals.)

Goals	Developmental strategy	Key support person
1.		
2.		
3.		
4.		
5.		

The Pre-service Teacher has **5 days** in which to demonstrate **significant improvement** in the areas noted above.

After 5 days, the mentor teacher and supervisor complete Part B of the At Risk Record.

Signed Mentor Educator: _____ Signed Pre-Service Teacher: _____

Signed Supervisor: _____ Date: _____

Please send a copy of this form to the Professional Experience office, and provide a hard copy to the Pre-Service Teacher.

Please email or fax the completed document to:

Email: hum-ed-ouaprac@curtin.edu.au

Fax: (08) 9266 2547

AT RISK RECORD

Part B

Name of Pre-Service Teacher: _____ ID: _____

Centre: _____ Professional Studies Unit Code: _____

Mentor Educator: _____ Curtin Supervisor _____

Goals	Developmental strategy	Significant Improvement
1.		Yes no
2.		Yes no
3.		Yes no
4.		Yes no
5.		Yes no

Outcome of At Risk Process:

Pre-Service teacher is required to **discontinue** and will receive a **failing** grade for this unit.

OR

Pre-Service teacher is permitted to **continue** in this placement under the following conditions (if appropriate):

Signed Mentor Educator: _____ Signed Pre-Service Teacher: _____

Signed Supervisor: _____ Date: _____

Please send a copy of this form to the Professional Experience office, and provide a hard copy to the Pre-Service Teacher.

Email: Professional.Experience@curtin.edu.au

Fax: 9266 2547

RESOURCES

MENTORING SUPPORT

- **Professional Learning Conversation Record** (the pre-service teacher will provide copies of the recording sheet to the mentor for sessions 1-4).
Each formal mentoring session is 10-30 minutes, conducted in weeks 3, 4, 5 and 6 on of the days the pre-service teacher attends one day a week, prior to the three week block placement (see Placement Schedule). The session (conversation/discussion) can take place on or off the floor. The mentor and the pre-service teacher should keep a copy of the completed record. The pre-service teacher will keep a copy in their teaching file. The pre-service teacher is also required to submit a copy of each completed record (1-4) with their second assignment.
- **Professional Learning Conversation Record blank template** (see resource section below)
Mentoring sessions are expected to continue during the three week block placement (one mentoring session per week). A blank template 'Professional Learning Conversation Record' can be used to record these sessions. The focus for mentoring sessions (conversation/discussion) during the three week block will be determined by the Mentor and the pre-service teacher. The mentor and the pre-service teacher should keep a copy of the completed record. The pre-service teacher will keep a copy in their teaching file.
- **Links to a series of videos**
The videos are aimed to support the mentoring process.

Sequential series of support videos that can also be referred to individually.

Video	Link	Length of Video
Topic 1 Mentoring - Building the Relationship	https://youtu.be/L1QtNdGr_CU	(3.27)
Topic 2 Preparing for the First Meeting	http://youtu.be/7NrkiAB4VOI	(4.14)
Topic 3 Effective Communication for Mentors	https://youtu.be/dvgSfMSB1-4	(6.08)
Topic 4 Professional Learning Conversations	http://youtu.be/47EQMQSkah4	(5.02)

PROFESSIONAL LEARNING CONVERSATION RECORD
Mentoring Session

MENTEE/PRE-SERVICE TEACHER:	MENTOR:	DATE:	SESSION CONCLUDED:
MEETING NOTES		START TIME:	

GUIDING QUESTIONS

*What do you need to achieve?
How will we know you have achieved this?
What will it look like? What will it feel like?
What is the first step to take towards achieving this task?
What might stop you doing this first step?*

IDENTIFIED SMART GOAL

By the end of
I will have
So that

Standard 1 - Know Students and How They Learn	Standard 2 - Know Content and How to Teach It	Standard 3 - Plan For and Implement Effective Teaching and Learning	Standard 4 - Create and Maintain Supportive and Safe Learning Environments	Standard 5 - Assess, Provide Feedback and Report on Student Learning
<ul style="list-style-type: none"> <input type="checkbox"/> Uses language appropriate to children's development. EYLF Outcome 1 & 4. NQS - 5.1 <input type="checkbox"/> Establishes rapport with all children and demonstrates respect for difference. EYLF Outcome 1. NQS - 1.1.5, 4.2, 5.1, 5.2 <input type="checkbox"/> With assistance designs learning experiences and strategies appropriate to children's development. EYLF Outcome 1 & 4. NQS - 1.1.1, 1.1.2 <input type="checkbox"/> Demonstrates knowledge of child development and how it affects learning. EYLF Outcome 1 & 4. NQS - 1.1.2, 1.2.1 <input type="checkbox"/> Demonstrates knowledge of research into how children learn. EYLF Outcome 1. NQS - 7.2 <input type="checkbox"/> Demonstrates knowledge of strategies that are responsive to the strengths of children from diverse backgrounds. EYLF Outcome 1, 2 & 4. NQS - 1.1.1, 1.1.2, 1.1.6, 5.1, 6.2 <input type="checkbox"/> Demonstrates strategies that support participation of children with disabilities. EYLF Outcome 1, 2 & 4. NQS - 1.1.1, 1.1.2, 1.1.6, 5.1, 6.3 	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly explains concepts and ideas. EYLF Outcome 5. NQS - 5.1 <input type="checkbox"/> Experience planning and content are linked to relevant curriculum documents and learners' development and background. EYLF Outcome 4. NQS - 1.1.1, 1.1.2 <input type="checkbox"/> Uses ICT resources in planning and teaching. EYLF Outcome 4 & 5. NQS - 1.1.1 <input type="checkbox"/> Uses a range of appropriate strategies for teaching literacy and numeracy. EYLF Outcome 4 & 5. NQS - 1.1.1 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment procedures are included in learning experience plans. EYLF Outcome 5. NQS - 1.2 <input type="checkbox"/> With assistance, uses a range of teaching, learning and assessment strategies. EYLF Outcome 4. NQS - 1.1, 1.2 <input type="checkbox"/> Suitable resources are prepared and used effectively. EYLF Outcome 4. NQS - 1.1.5, 3.1, 3.2,3.3 <input type="checkbox"/> Is developing a range of teaching strategies. EYLF Outcomes 1-5. NQS - 1.1.5 <input type="checkbox"/> Uses a range of suitable resources. EYLF Outcome 4. NQS - 1.1.5, 3.1, 3.2 <input type="checkbox"/> Reflects on own teaching. EYLF Outcomes 1-5. NQS - 7.2 <input type="checkbox"/> Provides opportunities for family involvement. EYLF Outcome 2. NQS - 6.1, 6.2 	<ul style="list-style-type: none"> <input type="checkbox"/> Offers encouragement to all children to enhance learning and self-confidence. EYLF Outcomes 1-5. NQS - 1.1.5, 1.1.6 <input type="checkbox"/> Well-prepared regarding time, resources and physical space. EYLF Outcome 4. NQS - 3.1, 3.2 <input type="checkbox"/> Demonstrates awareness of what is occurring in the learning setting. EYLF Outcomes 1-5. NQS - 4.1 <input type="checkbox"/> Deals with children fairly and respectfully. EYLF Outcome 5. NQS - 1.1.6, 4.2 <input type="checkbox"/> With support, uses routines and procedures that positively guide children behaviour. EYLF Outcome 2. NQS - 1.1.5, 5.2 <input type="checkbox"/> Plans for effective indoor / outdoor learning environments that support children's well-being and safety. EYLF Outcomes 4. NQS - 1.1.5, 1.1.2, 2.1.1, 2.3, 4.1 <input type="checkbox"/> Uses teaching strategies that are engaging and inclusive. EYLF Outcomes 1-5. NQS - 1.1.5 <input type="checkbox"/> Demonstrates a high standard of oral and written communication. EYLF Outcomes 1-5. NQS - 5.1 <input type="checkbox"/> Is developing strategies for guiding behaviour. EYLF Outcomes 1-5. NQS - 1.1.5 <input type="checkbox"/> Complies with centre policies regarding safety and health. EYLF Outcome 3. NQS - 2.1, 2.2, 2.3 <input type="checkbox"/> Understands strategies that support safe use of ICT. EYLF Outcome 4 & 5. NQS - 4.1 	<ul style="list-style-type: none"> <input type="checkbox"/> Records observations and achievements of children. EYLF Outcomes 1-5. NQS - 1.2.1 <input type="checkbox"/> Provides individual assistance and specific feedback. EYLF Outcomes 1-5. NQS - 1.1.5 <input type="checkbox"/> With assistance, uses assessment to inform judgements about children learning and identify effective and ineffective teaching strategies. EYLF Outcome 5. NQS - 1.2 <input type="checkbox"/> Observes, interprets and documents children's learning. EYLF Outcomes 1-5. NQS - 1.1.2 <input type="checkbox"/> Listens to children's thinking and provides feedback. EYLF Outcomes 1-5. NQS - 1.1.5, 1.1.6, 5.1 <input type="checkbox"/> Uses pedagogical documentation to make learning visible to children and families. EYLF Outcome 1. NQS - 1.1.4, 6.2

ANECDOTAL OBSERVATION

(NOTE: These documents are available on Blackboard)

Date: _____

Child's Name/s	Age or DOB
Context	
Observation	Interpretation
Future planning	

RUNNING RECORD

Date: _____

Child's Name/s		Age or DOB
Context		
Time	Observation	Interpretation
Future planning		

(see Arthur et al., 2015, pp. 286)

TIME SAMPLE OBSERVATION

Date: _____

Child's Name/s		Age or DOB
Context		
Time	Observation	Interpretation
Future planning		

(see Arthur et al., 2015, p. 286)

EVENT SAMPLE

Date: _____

Child's name/s	Age or DOB
Context	
Antecedent	Interpretation
Behaviour	
Consequence	
Future planning	

(see Arthur et al., 2015, p. 287)

JOTTINGS

Child's Name/s: _____

Date	Observation	Interpretation
Future planning		

(see Arthur et al., 2015, p. 282)

NARRATIVE

Child's Name/s: _____

What are the children curious about? What are they trying to figure out?
What knowledge and experiences are the children drawing on? What theories are they working from or testing?
Do we see any inconsistencies in the children's thinking? Are there 'soft spots' or misunderstandings in the children's thinking?
How are the children building on each other's ideas, perspectives, and contributions?
What do we want to learn more about, after watching and listening to the children?
What insights does this observation give us about possible ways that we could deepen our relationships with children's families?

Questions from: Pelo, A. (2006). At the crossroads: Pedagogical documentation and social justice. In A. Fleet, C. Patterson, & J. Robertson (Eds.), *Insights: Behind pedagogical documentation*. (pp. 173-190). Castle Hill, NSW: Pademelon Press.

GENERAL: LEARNING EXPERIENCE PLAN

Pre-service Teacher: _____

Time: _____ Year Level: _____ Date: _____

Topic/Experience Title
Rationale: What is the purpose? What skills/concepts are being targeted? What is the inquiry question?
Curriculum Links: Specific to your local Curriculum Documents
Learning Goals/Objectives: By the end of the experience the children will be able to (knowledge, skills, attitudes):
Assessment: List the data you will collect and how will you collect it
Environment/Preparation/Resources/Clean up:

PROCEDURE

Lesson Beginning: How will you orientate the children to the learning? State links to past experiences, children's interests, and current events in the community/centre/school.

Main Body of the Experience: *Include teaching strategies, focus questions and content specific language, grouping and transitions.*

Closure: *Consider how you will assist the children to review, reflect on and share their learning.*

Lesson Differentiation: *Include grouping; considerations for learning diversity and extension activities*

Evaluation, Review and Reflect in terms of: space, time, people, learning experiences and resources: To what extent were the outcomes/objectives achieved? How effective were my strategies? How effective were the resources? Next time I will/Next time I will not:

GENERAL: LEARNING EXPERIENCE PLAN - Annotated

Pre-service Teacher: _____

Time: _____ Year Level: _____ Date: _____

<p>Topic/Experience Title: This should be a clear indication of what the topic is – you can choose a snappy name if you are creative 😊</p>
<p>Rationale: What is the purpose? What concepts are being targeted? What is the inquiry question? This is where, in your own words, you will record why you are planning this experience (the general purpose). What concepts, and skills you are focussing on throughout the learning experience.</p>
<p>Curriculum Links: Specific to your local Curriculum Documents Off you go to the curriculum documents – EYLF for sure – Australian Curriculum OR if your state has its own curriculum statements or documents what links are you able to make?</p>
<p>Learning Goals/Objectives: By the end of the experience the children will be able to (knowledge, skills, attitudes): Focus specifically here on the learning the children will do in this lesson and what they will be able to do by the end of the lesson. There should be strong links between the learning goals and the curriculum links.</p>
<p>Assessment: List the data you will collect and how will you collect it? Your assessment strategies MUST collect data directly linked to the chosen learning goals/objectives.</p>
<p>Environment/Preparation/Resources/Clean up: Detail, step by step, how you will set up the environment, what resources you will use and any preparation which needs to be done. Cleaning up procedures need to be listed.</p>
<p>Procedure</p>
<p>Lesson Beginning: How will you orientate the children to the learning? State links to past experiences, children’s interests, and current events in the community/centre/school. How will the lesson begin? What will you provide which will make the children excited and curious about the learning? What knowledge do you think the children will have/need to engage in this learning? How might your topic be relevant to the context? PLEASE NOTE: YouTube clips are not to be used</p>
<p>Main Body of the Experience: <i>Include teaching strategies, focus questions and content specific language, grouping and transitions.</i> This is a step by step record of what you are going to do with the children and when. There should be enough detail here so that another teacher could use this learning experience plan to teach the lesson for you.</p>
<p>Closure: <i>Consider how you will assist the children to review, reflect on and share their learning.</i> What strategies will you use for the children reflect on their learning and share it with their peers? This is a part of the learning for everyone and so is an important step of the lesson and must be carefully planned for.</p>
<p>Lesson Differentiation: <i>Include grouping; considerations for learning diversity and extension activities</i> These are considerations which need to be thought about as you are planning the lesson – what are you going to do for children who need addition support or finish quickly? How will you extend children who already have knowledge?– this is a differentiation of the curriculum –it is OK for some children to do a different activity connected to the topic.</p>
<p>Evaluation, Review and Reflect in terms of: space, time, people, learning experiences and resources: To what extent were the outcomes/objectives achieved? How effective were the teaching strategies? How effective were the resources? Next time I will/Next time I will not: Here is also good place to add other ideas for further lessons to build on the learning of this lesson</p>

LEARNING EXPERIENCE PLAN 2

Learning Experience Title		[Insert learning experience title here] [Educator: Insert your name] [Class/group: Insert year level] [Date: dd / mm / yyyy] [Time: _____ - _____ am/pm]
Rationale/Goal Briefly describe what the purpose of this learning experience is. What skills/concepts are being targeted?	Prior Knowledge Details of children's previous experiences, excursions, incursions, assessed knowledge and understandings.	Learning Goals Upon completion of this learning experience, the children will be able to: <ul style="list-style-type: none"> ▪ ▪ ▪
Curriculum Links (ACARA; EYLF etc.) <ul style="list-style-type: none"> ▪ [Identify Learning Area / strand / sub-strand / descriptor / hyperlink code]. 		
Materials / Resources / Preparation Briefly describe what the purpose of this learning experience is. What skills/concepts are being targeted?	Learning Environment / Preparation Consider the physical environment – the things you will need to prepare within the indoor and/or outdoor environment.	

Motivation & Introduction		
Main Body of the Experience		Focus Questions to promote higher order thinking: <ul style="list-style-type: none"> ▪ ▪ ▪ ▪
		Checks for Understanding:
Closure	Clean Up:	Review / Reflect / Share:
Experience Evaluation	To what extent were the outcomes / objectives achieved?	
	How effective were my strategies? How effective were the resources?	
	Next time I will...	Next time I will not...

This is the same template used in the course work unit. Should your mentor educator require you to use an alternative format; please do

**PROFESSIONAL STUDIES WITH EARLY LEARNING QUALITY
FRAMEWORKS IN THE FIRST TO FIVE YEARS OF LIFE**

ATTENDANCE LOG

Pre-service Teacher Name:				Student ID:	
Centre Name:					
Mentor Educator Name:					
Date	Age Group/s	Start Time	Finish Time	Hours	Mentor Signature