

ECE6340 GUIDELINES 2025 - TEACHING

It is expected that Pre-service Teachers will be fully integrated in the working day of the centre by participating in general tasks and routines that occur including nappy changing, cleaning, assisting at sleep time, meal preparation and the full range of planned activities. As well, they are required to keep a Professional Experience File that demonstrates an understanding of children through professionally presented written observations, planned experiences for individuals and groups of children and careful evaluation of all planned experiences. It is anticipated that mentors will help the Pre-service Teacher understand and support high standards in the care and education of young children. In addition, the Pre-service Teachers will need to document one case study child throughout the placement.

STRUCTURE OF THE PROFESSIONAL EXPERIENCE

20-day placement

Pre-service Teachers must complete a full shift each day (minimum 7.5 contact hours with the children)

Pre-service Teachers must complete ONE opening and ONE closing shift across the 20 days.

The ½ day orientation visit is to be completed in the week prior to placement beginning and DOES NOT count towards the 20 days required for ACECQA compliance.

RECOMMENDED SCHEDULE

ORIENTATION ½ DAY – to be completed in the week before placement.	<ul style="list-style-type: none"> • Be oriented to the centre and organise shift allocation. • Organise with mentor, the case study child for observation and planning. • Display prepared introductory poster. • Arrange for parent/centre consent forms to be signed. • Become familiar with assigned room, the routines, children, and staff.
DAY 1	<ul style="list-style-type: none"> • Assist as required/directed in all aspects of the program including routines, setting up environments, responding to children etc. • Enquire about the shifts for remainder of placement as well as the dress code, parking, lunch, and any other details. • Review the policies and procedures of the centre. • Make note of the emergency procedures. • Begin to gather the Contextual Information for Professional Experience File.
DAYS 2-5	<ul style="list-style-type: none"> • Assist the RL and other staff in all aspects of the program. • Assist in preparation and maintenance of the learning environments. • DAYS 2,3 and 4: The focus of these three days is to observe the focus child, using various observational techniques (anecdotal records, checklists, jottings etc... to capture a holistic picture of the child's development). Two observations should be completed each day, as well as adding to the developmental checklists as required. • DAY 5: Plan and implement ONE experience for individual focus child or small group (including the focus child), based on observations of the children's emerging development, strengths, and interests. (Template in CANVAS) • Collate background information about the focus child.

	<ul style="list-style-type: none"> • Continue observations on your focus child; anecdotal records, jottings, checklists (one per developmental domain) – particularly in the planned experiences. Document ONE Learning Story from the learning experience. • Finalise the Contextual Information on the setting. • Complete Care routines for focus child (template in CANVAS) • Collect resources for your Resource File. • NOTE: The focal point of observations will be your focus child. The learning experiences can be planned for small groups (including your focus child), although analysis/evaluation of observations will emphasize your focus child's holistic development, as you have written consent from this family. • By the end of day 5: Mentor completes <i>Mentor checklist</i> to provide Pre-service Teacher with written feedback. Mentor discusses this feedback with the student.
DAYS 6-8	<ul style="list-style-type: none"> • Continue to be involved in all aspects of the program, environment, and routines. • Assist in the preparation and maintenance of the learning environment. • Implement and evaluate TWO planned learning experiences per day, based on observation data collected. One learning experience needs to be for a small group of children. • Ask mentor to observe Pre-service Teacher practice with children and provide written feedback. • Complete ONE Learning Stories from an implemented experience. • Continue to add to developmental domain checklists. • Continue to collect detailed observations of case study child throughout experiences. Two observations should be completed each day, as well as adding to the developmental checklists as required. • Continue to collect resources and materials for your Resource File. • Liaise with the Centre Director to gather information about the processes of leading and managing the day-to-day requirements of the setting.
DAYS 9 & 10	<ul style="list-style-type: none"> • Plan and oversee the preparation, implementation, and evaluation of the complete learning environment. Use the Program Plan template in CANVAS, which can be modified for your context. Individual lesson experience plans are no longer written. • Continue to collect detailed observations of case study child throughout experiences. Two observations should be completed each day, as well as adding to the developmental checklists as required. • Liaise with the Director to gather information about the processes of leading and managing the day-to-day requirements of the setting. • University Supervisor (US) observes interaction of the Pre-service Teacher with the children and reviews Professional Experience file. • Discuss professional experience and planning with US and setting staff.

Mid-Way	<ul style="list-style-type: none"> • Day 10: University Supervisor (US) observes interaction of the Pre-service Teacher with the children and reviews Professional Experience file. • Mentor discusses progress with the Pre-service Teacher and US in first visit. • US then completes the <i>Interim Report</i> via SONIA online.
DAYS 11-20	<ul style="list-style-type: none"> • Plan and oversee the preparation, implementation, and evaluation of the complete learning environment for final 10 days. Use the Program Plan template in CANVAS, which can be modified for your context. Individual lesson experience plans are no longer written. • Planning needs to be reflective of the interests of the children and responsiveness to their developmental needs. • Continue to work collaboratively with all stakeholders (children, families and other staff) to foster positive relationships in the context. • Liaise with the Director to gather information about the processes of leading and managing the day-to-day requirements of the setting. • University Supervisor (US) observes interaction of the Pre-service Teacher with the children and reviews Professional Experience file (including the Case study of the focus child). • Discuss professional experience and planning with US and setting staff. • US completes the <i>Final Evaluation Form and Overall Results Form</i> via SONIA online (day 20).

Whilst this is the suggested teaching load across the Professional Experience, it is understood that individual differentiation will occur based on the setting and the programs already in place. If there are any concerns, please contact Leonie Menzel as soon as issues arise: l.menzel@ecu.edu.au