

University of Southern Queensland

Faculty of Education



ECP4002

Semester 2 & Semester 3

2010



Introduction

Welcome to ECP4002

This Professional Experience presents valuable and rewarding opportunities for pre-service educators and professionals in the service of young children. The Faculty of Education appreciates the time, effort and patience given to enhancing and developing early childhood pre-service educators as professionals in their associated career.

Participation in ECP4002 aims to develop an awareness of the diversity of professional settings. It is desirable that pre-service educators are actively engaged, and willing to participate, in the diverse range of professional duties connected with their chosen experience.

ECP4002 is a 20 day experience. Please be aware that there will be no USQ Liaison assigned to this placement, however you will still be supported by your mentor.

Successful completion of this experience is a requirement for completion of the overall program of study.

Pre-service educators (USQ students) are required to plan, negotiate and arrange the setting of this experience. Pre-service educators are permitted to return to a previous setting or select a different setting not formerly experienced which is of interest in terms of future teaching prospects and ultimate career paths.

Pre-service educators should consider selecting a placement from the following choices:-

- 1) A regular education or edu-care class/group aged birth to 8 years with which the pre-service educator has NOT already gained experience (e.g. baby-toddler group, kindergarten, prep grade) and which children with diverse abilities and/or cultural variation attend.
- 2) Specialised early childhood education program which differs substantially from those encountered during the regular professional experience, and in which children with diverse abilities and/or significant cultural variation are included (e.g. Montessori centre, School of Distance Education)
- 3) Pre-service educator's area of major/specialised study (e.g. LOTE, physical education)
- 4) Specialized educational setting for children with diverse abilities or cultural variation (e.g. indigenous preschool)
- 5) Government settings including Welfare groups, Intervention Agencies, Department of Child Safety
- 6) Specialised settings including Steiner Schools, Rural schools, Independent Schools, School of Distance Education, Bush Children's Centres

There are many opportunities for you to complete this 20 day experience in rural or remote parts of Queensland. Some information is provided at:
<http://www.usq.edu.au/education/profexp/earlychildhood/ruralremote.htm>

The PCAP pre-service site also provides excellent information about financial or in-kind support for students whilst completing their experiences in various rural or remote schools. Please check out the following website for further information:
<http://www.rural.edu.au>

The onus is on the pre-service educator to organise the placement for the experience and ensure it is concluded before the end of the semester they are enrolled in.

The field based mentor will oversee the experience and complete the Student Completion Record on the SONIA webpage (see page14) on the final day.

The process for organising the placement is as follows:

Pre-Service Educator's responsibility:

- 1) Identify a setting appropriate for the experience .
- 2) Approach the setting/centre/school personnel and discuss the experience using the USQ Professional Experience Application Form and information provided in this booklet.
- 3) Complete the Application Form and ask the field-based mentor or site co-ordinator to complete and sign their sections. Please ensure that the mentor is aware that no payment is made by USQ for their supervisory role in this experience.
- 4) Return the Application Form to the Professional Experience Support Office by the end of Week 3 of the Semester.
- 5) Check SONIA for confirmed placement details. If placement is not approved, the Pre-service educator will be notified.

The Faculty is willing to assist in all matters related to professional experience. Please feel free to make contact if you have any queries regarding the requirements for this experience or the performance of the pre-service educator.

Course Examiner

Dr Karen Noble
Program Co-ordinator -Early Childhood

Course Leader

Beth McCormick
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Please direct all enquiries to Beth McCormick

Professional Experience enquiries should be directed to:

**Toowoomba and Springfield
Professional Experience Support**
Faculty of Education
University of Southern Queensland
Toowoomba Qld 4350
AUSTRALIA

**Phone: 07 4631 2359
Fax: 07 4631 2598**

Email: educprofexp@usq.edu.au

**Fraser Coast
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Faculty of Education
University of Southern Queensland
PO Box 910
Hervey Bay Qld 4655
AUSTRALIA

**Phone: 07 4194 3181
Fax: 07 4194 6188**

Email: profexpeduc@usq.edu.au

Useful websites:

- **Faculty of Education Professional Experience**
<http://www.usq.edu.au/education/profexp/default.htm>
- **Mentors, Coordinators and Site information**
<http://www.usq.edu.au/education/profexp/siteinfo/default.htm>
- **SONIA placement software**
<http://sonia.usq.edu.au/education/>
- **Blue Card (Working with Children Suitability Card) queries and renewal**
Blue Card Contact Centre on 1800 113 611
<http://www.usq.edu.au/education/profexp/earlychildhood/bluecards.htm>
<http://www.ccyipcq.qld.gov.au/employment/index.html>

ESSENTIAL INFORMATION

For All Preservice Educators

Absences

Attendance at all professional experience days is **compulsory**

- All absent days must be completed with a makeup day
- Evidence of the circumstances or illness is required e.g. medical certificate
- Phone the Site Coordinator of your centre by 7.45 am on the day of the absence and notify the Professional Experience Office for your campus
- Negotiate with your Mentor and Site Coordinator mutually acceptable days to make up the absence

It is essential that all professional experience days are completed to avoid an unsatisfactory result in either or both of the academic and practical components of the course.

"At Risk" Process

The "at risk" process exists to inform Preservice Educators as early as possible that they are not yet demonstrating skills, competencies, attitudes or knowledge that are required to successfully fulfil the requirements of a Professional Experience. Mentors should provide regular feedback to the Preservice Educator informing them of their progress through verbal and written comments. The USQ Liaison is an important point of contact for supporting professional experience issues.

Professionalism

As visitors to educational settings and as learning members of the profession, Faculty of Education Preservice Educators are expected to demonstrate professionalism in all aspects of their approach to Professional Experience. All Preservice Educators are expected to dress and conduct themselves in a manner that will enhance the reputation of USQ and the teaching profession.

Working with Children Requirements

State law in Queensland requires that all adults working/undertaking professional experience with children under the age of 18, in the State of Queensland are required to possess a current suitability card (Blue Card). A Preservice Educator **cannot** commence any professional experience activity until they have registered their current Blue Card at the Professional Experience Office.

Code of Ethics

During professional experience, preservice educators are required to act in accordance with the Code of Ethics outlined by Early Childhood Australia (2006). These ethical statements and practices will be used to inform and guide the decisions and behaviours of all personnel involved directly and indirectly in the provision of early childhood services for children

Overview of the Early Childhood Education Program

Understanding the context

The Early Childhood Education Program at USQ promotes excellence in education through a deep understanding and valuing of the ecologies of self and children, the transactive nature of learning and teaching, and the complex dimensions of curriculum in a dynamic world.

The Program is committed to an ecological orientation towards leadership and advocacy in early childhood, derived from principles of equity, justice, respect and the evolutionary nature of continuous learning. Courses are founded on a strong social constructivist framework that enables pre-service educators to develop a deep understanding of children and their learning, and a deep commitment to professionalism and the profession.

Outcomes of pre-service educator education

Potter & Nicholls (2005) identify graduate outcomes for each of the four levels of study within Early Childhood Education. At completion of each level of study, pre-service educators will have achieved the following outcomes:

- **Level one**

A developing professional with an appreciation of the influence of ecologies in play based care and education settings for children from birth to four years.

- **Level two**

A developing, reflective professional with an understanding of and ability to plan and implement socio-culturally responsive play based integrated curriculum both indoors and outdoors in diverse settings for children aged three to five years.

- **Level three**

A developing, critically reflective professional with the ability to apply understanding of children, diversity, socio-cultural curriculum and policies to multiple roles within an ecologically complex school setting for children aged five to eight years.

- **Level four**

An emerging dedicated, reflective professional with a deep understanding of young children, pedagogical expertise in diverse contexts, capacity to advocate for children, families, and excellence in early childhood care and education.

Early Childhood Professional Experience

Early Childhood Professional Experiences provide opportunities for pre-service educators to develop understandings, skills and experiences in learning and teaching across the range of early childhood services.

The key components of professional experience include:

- observation (the what)
- theories and perspectives (the why)
- application (the how).

Consistent with the level of course study at USQ, the proportion of investigation of these components differs throughout the four levels of professional experience as illustrated below.

Level one	Observation	Theory and perspectives	Application
Level two	Observation	Theory and perspectives	Application
Level three	Observation and assessment	Theory and Perspectives	Application
Level four	Observation and assessment	Theory and perspectives	Application

Professional experience across the levels provides pre-service educators with understandings in each of the focus areas of children, learning environments and curriculum decision making processes. In each professional experience, these areas are utilised in varying degrees according to the pre-service educators' levels of study, prior knowledge and practical experience. For example, within level one professional experience, greater attention is given to observation of learning environments with some opportunities to observe children. Level three professional experiences are focused upon understanding and applying theory and perspectives to the work.

Professional experience contexts

To develop pre-service educators' understandings, skills and experiences of the range of early childhood services and settings for children aged birth to eight years professional experience is conducted within childcare, kindergarten, preschool and early years, special needs areas, preparatory and primary schools (as a component of the 4 year degree).

Requirements for Pre-Service Educators

The pre-service educator is required to keep a record of the activities in which they are involved over the twenty days. This is to be developed and kept in a *Professional Experience Folder*.

These tasks might involve the following:

1. Observation

Observe:

- staff and children in the teaching and learning process,
- playroom/classroom management techniques of staff
- planning and preparation tasks by staff
- administration tasks of staff
- organization of the environment e.g. materials, timetable
- other aspects of the context e.g. staff coordination, parent involvement, agency policies

2.Engagement in the Experience

Engage in a variety of ways:

- preparation of educational materials
- teaching –as much as practical in consultation with the Mentor
- planning- a Daily Program –suitable to the context
- helping children with work such as reading, mathematics, etc
- complete assigned duties and/or responsibilities
- assist with supervision
- assist with administration
- teach lessons as per mentor requirement (if applicable)
- analyse and discuss administrative processes in the setting
- complete a daily reflective journal following the 'Model of Critical Reflection' (see course Study Desk)

Pre-service educators are required to keep a log of the activities they are involved in and their reflections about the learning from these experiences. This should be documented in the *Professional Experience Folder*.

OBJECTIVES

The objectives of **ECP4002** are for pre-service educators to:

- analyse emerging curriculum priorities and policies which relate to birth to eight contexts
- advocate for integrated programs and play-based programs
- demonstrate the ability to enhance access and equity in early childhood settings
- further appreciate motivating, challenging and creative early learning programs
- reflect on their own professional development in working with, and planning for, young children
- assess environments to facilitate inclusion of children with disabilities and gifts
- use written communication effectively and appropriately
- write clearly, grammatically correctly and with accurate spelling and punctuation

The role of the mentor

The mentor is the person who works most closely with the USQ pre-service educator and plays a critical role in assisting pre-service educators as they apply their theoretical understandings in the practical context. Mentors use personal professional judgment in guiding and assisting pre-service educators' ongoing development as professionals.

During this non-supervised experience, mentors are asked to:

- have clear expectations for the pre-service educator and ensure these are understood
- encourage pre-service educators to observe and engage in reflective conversations about the processes of learning and teaching
- model a range of teaching approaches and strategies including play-based learning
- explain their philosophy of children's learning, approaches to curriculum decision making, documentation and use
- explain planning and use of other educational programs, syllabus documents, and resources
- provide opportunities for pre-service educators to engage in a variety of learning, teaching or directed activities
- provide advice for understanding children's behaviour and model strategies for guiding behaviour
- assist in guiding observations, interpretations and collection of relevant data
- discuss planning, learning and teaching experiences and the organization of the learning environment
- guide pre-service educator's self reflection
- monitor pre-service educator's participation and guide and develop the pre-service educator's knowledge and understanding of decision making processes

Engaging the pre-service educator

Pre-service educators are encouraged to consider all aspects of the professional work and to actively engage in reflective discussions about children, curriculum decision making, learning and teaching, and assessment and reporting. Consider using any or all of the questions below to guide thinking of a range of issues.

- What are the developmental characteristics of individual, small groups and whole groups of children? How are children viewed as learners – competent and capable?
- How are learning environments created to meet the diverse needs of children? How are learning environments planned for and considered in decisions about curriculum?
- What are the aesthetics of the room/setting? What is the most striking feature of the room/setting?
- How is the furniture arranged? What resources are provided to assist children to feel comfortable and calm in their learning? What spaces are available to children to pursue individual or small group project work? How are seating arrangements decided?
- What visual or other resources are available to scaffold and support children's learning. Find out how these ideas developed and why these were selected for use by the teacher?
- Which theories and perspectives are evident in creating flexible environments for learning?
- How does the mentor cater for individual learning styles of the children? How are multiple intelligences catered for?
- What approaches and techniques are used to encourage children to assume responsibility for their own learning?
- How does the mentor plan for individuals, small or whole groups to learn at different paces and have unique interests? How does the mentor plan for children who require detailed modelling or explanation prior to beginning learning tasks?
- How do the children know and understand what the mentor expects of them in a given situation? What are the rules for the group and how were these developed?
- What opportunities are available to children to direct learning individually, in small groups and in whole groups?
- How is curriculum negotiated with children and how are their contributions acknowledged?
- What approaches does the mentor use to access prior learning?
- In what ways are curriculum content areas integrated?
- How does the mentor seek to understand and guide children's behaviours across a range of environments and transition times - whole group, small groups, when moving from learning environment to another, during assembly (if applicable), outdoors environments?
- What approaches are adopted to understand and guide children's behaviour?
- How does the mentor converse with children during the day when teaching, during conversations about their everyday lives and when guiding behaviour? Are these styles the same or different? What statements does the mentor make to encourage and praise?
- What approaches and strategies support learners with diverse needs?
- How are the children who are tired, catered for?
- How are parents and other adults involved in the setting?

- How are routines such as meals and snacks organised?
- How does communication occur between home and setting?
- How does the mentor structure the language/literacy and numeracy experiences?
- How are the expressive arts (drama, music and visual arts) incorporated into learning experiences?
- What types of observations does the mentor make and how are these documented? What other assessment and reporting procedures are in used? How do these inform the learning and teaching? Which theories or perspectives inform child study and data analysis?
- How is time managed?
- How are children who complete experiences engaged?
- What are the routines for collecting money, distributing notices, addressing visitors and managing interruptions, moving around, for coming into and leaving the classroom, for getting into groups, for coming to sit on the carpet, collecting and distributing materials (e.g. reading books, library books, tuckshop orders), transitioning between learning experiences and meals, arrivals and departures?
- What and how are curriculum decisions made?
- Who participates in the decision making processes and what are the contributions of children, adults, teachers and other partners in the learning process?
- Which theories or perspectives inform curriculum decision?

Assessment

To complete the requirements for ECP 4002, pre-service educators must successfully complete & receive a Pass each of the following:

- 20 days placement
- Professional Experience Folder

Professional Experience Folder

To receive a pass result pre-service educators must complete and document all professional engagement activities and collate these within the folder. The folder is to be available daily for the mentor to verify the completion of professional tasks (see **Experience Verification Form on page 16**).

The folder will be assessed by the course examiner.

The presentation of the folder should be a reflection of personal values and styles. A suitable medium of display for the non-supervised experience documentation such as a physical folder or virtual formats should be considered. It is important that the chosen medium can be easily accessible and have the capacity to hold additional professional experience material.

Professional documentation and data (artifacts, work samples, photographs and images) are to be displayed professionally with supporting rationales for inclusion (who, what, when, where and why) and evidence to support the professional work. Please ensure that the confidentiality of all professional experience participants is maintained.

Suggested headings for the Professional Experience Folder

Clearly identified sections to facilitate navigation and suitable headings should be used. Suggested headings include:

- Title page detailing personal details including name and identification
- Table of contents
- Daily Timetable/Program with engagement tasks, including Lesson Plans, (additional documentation with any supportive details of daily tasks or professional documentation)
- Student Assessment and Self Evaluation (appropriate for your context)
- Resources and documentation,
- Daily reflections (reflect and comment on daily events, topics, issues using the Model of Critical Reflection, evaluating all aspects of professional practice in ways that meaningfully link comments)
- References documented in APA style

While this folder meets the requirements of ECP4002, it also provides evidence of ongoing professional development and can be used as supporting documentation for future employment.

USQ SONIA Process for Electronic Completion Records (to be completed by the Site Coordinator)

The Preservice Educator's university results and grades for this course cannot be finalised until a Completion Record is submitted using SONIA. The online Completion Record should be completed by the Site Coordinator or Mentor within five (5) days of completing the Professional Experience. However, it is more reassuring when the Completion Record is finalised on the last day and the Preservice Educator is informed of the successful conclusion of the Professional Experience as they leave the school or centre.

1. **Log on** to the site at <http://sonia.usq.edu.au/education/>
2. Select **Setting** in the box on the left of the screen.
3. Enter your **USER ID** (appears on the placement letter included in the USQ info pack) and **PASSWORD**.

USER ID	
PASSWORD	2005

(You may like to record your ID and keep this)

4. You will be able to see your **site details** and update this information if necessary.
5. The tabs along the top will allow you to access information. Click on **Blocks** to see the confirmed details of placements you have offered. Student names will appear once the places are confirmed. You may have Preservice Educators in one or more of these blocks, which will need to be completed individually. **Please note:** the dates are as set for the main cohort. Some students will have approval to negotiate variances. These dates will not appear here.
6. Open the **[View Student List]** for the block and enter:
 - the number of days each Preservice Educator completed at your site.
 - select either Pass or Fail, as assessed by each Preservice Educator's supervising Mentor.

7. After you have finalised the Completion Record for all students in the block, you will need to click the **Update** button (under the list of Student Names) to save your entry. A dialogue box will appear to indicate the successful update of the student's result. **Please note:** this is not a warning or error.



8. **Log out** - when you are finished.
If you require assistance please contact the USQ Prac Office at educprofexp@usq.edu.au

Professional Experience Office
Faculty of Education
University of Southern Queensland
Toowoomba QLD 4350
AUSTRALIA

Fax: +61 7 4631 2598

Email: educprofexp@usq.edu.au

Learning and Teaching Experience Feedback

Can be completed by mentor teacher after each lesson / session / day to provide written feedback.

Pre-service educator (name)	
Mentor (name)	
Date	
Setting	
Focus of day/ lesson/ activity	

Self Assessment

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Personal Strategies and Skills

--

Personal Communication and Rapport

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Experience Verification Form

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*** Please include this verification form at the front of your Professional Experience Folder.

Pre-service teacher name _____

Pre-service teacher number _____

Completed daily professional tasks			
Day	Yes/No (circle)	Mentor signature	Date
Day 1	Yes No		
Day 2	Yes No		
Day 3	Yes No		
Day 4	Yes No		
Day 5	Yes No		
Day 6	Yes No		
Day 7	Yes No		
Day 8	Yes No		
Day 9	Yes No		
Day 10	Yes No		
Day 11	Yes No		
Day 12	Yes No		
Day 13	Yes No		
Day 14	Yes No		
Day 15	Yes No		
Day 16	Yes No		
Day 17	Yes No		
Day 18	Yes No		
Day 19	Yes No		
Day 20	Yes No		

DO NOT SEND THIS FORM TO USQ

Electronic copies of this form are available from www.teach.qld.gov.au



Referee Statement

Applicants for employment as a teacher in a Queensland state school are required to include two (2) Referee Statements in their Professional Folio. This statement must be completed by professional referees who are able to comment on the applicant's demonstration of the *Professional Standards for Queensland Teachers*.

Information about the statement is available from <http://education.qld.gov.au/hr/recruitment/teaching/index.html>

Applicant's name		
University Name (<i>Graduates only</i>)		
Please provide honest and explicit comments about how the applicant has demonstrated the Professional Standards for Queensland Teachers.		
Professional Standards Clusters	Comments	
Teaching and Learning <ul style="list-style-type: none">• Design and implement:<ul style="list-style-type: none">○ engaging and flexible learning experiences○ learning experiences that develop language, literacy and numeracy○ intellectually challenging learning experiences○ experiences that value diversity• Assess and report constructively on student learning		
Building Relationships <ul style="list-style-type: none">• Support personal development and participation in society• Create and maintain safe and supportive learning environments• Foster positive and productive relationships with families and the community• Contribute effectively to professional teams		
Reflective Practice <ul style="list-style-type: none">• Commit to reflective practice and professional renewal		
Referee Details - Referees may be contacted by the interview panel.		
Name		
Position		
School / Organisation		
Relationship to Applicant		
Telephone	Work	Other
Email		
Signature		Date

DO NOT SEND THIS FORM TO USQ

Electronic copies of this form are available from www.teach.qld.gov.au



DET Professional Experience/Internship Overview

Preservice teachers who are applying for employment as a teacher in a Queensland state school are required to include the Professional Experience/Internship Overview in their Professional Folio. This report must be completed by Supervising or Mentor Teachers who are able to comment about the preservice teacher's demonstration of the *Professional Standards for Queensland Teachers*. Information about how to complete the form is provided in the *Information for Supervising and Mentor Teachers* document. Additional information about the preservice teacher can be provided through the *Referee Statement*.

Applicant Details		Supervising / Mentor Teacher Details Teachers may be contacted by the interview panel.						
Preservice Teacher's Name		Name						
University Name		School Name						
Professional Experience Dates		Telephone						
Year Level / Curriculum Area		Email						
Professional Standards for Queensland Teachers			Demonstration					
The <i>Professional Standards for Queensland Teachers</i> , developed by the Queensland College of Teachers describe the abilities, knowledge, understandings and professional values that teachers in Queensland schools demonstrate. Please provide an honest and explicit indication about the preservice teacher's demonstration of the <i>Professional Standards for Queensland Teachers</i> , commensurate with preservice teachers at the same stage of development.			Outstanding	Very confident	Confident	Has begun to demonstrate	Not demonstrated	No opportunity to demonstrate
Teaching and Learning								
Design and implement engaging and flexible learning experiences for individuals and groups								
Design and implement learning experiences that develop language, literacy and numeracy								
Design and implement intellectually challenging learning experiences								
Design and implement learning experiences that value diversity								
Building Relationships								
Support personal development and participation in society								
Create and maintain safe and supportive learning environments								
Foster positive and productive relationships with families and the community								
Contribute effectively to professional teams								
Reflective Practice								
Commit to reflective practice and ongoing professional renewal								
Mentor/Supervisors Signature - <i>This is a true and accurate indication of the preservice teacher's demonstration of the Professional Standards for Queensland Teachers.</i>		Signature				Date		

