



**Specific Requirements for Professional Experience**  
**EDEC374: Supporting emerging language and communication skills of students (Birth to 5)**  
**PrEx 10 days**

You will take purposeful observations of children’s diverse language and communication skills during a Professional Experience placement. You will partner with families to understand children’s full language repertoires, as well as develop, plan, analyse and evaluate playful learning experiences that consolidate and extend children’s language and communication capabilities. You will implement and evaluate your own plurilingual pedagogies and dialogic reading strategies, along with ways to develop children’s pre-writing skills. As a final step, you will reflect on how your teaching impacts children’s individual progressions along learning trajectories.

**TEXTBOOK:**

The following textbook is prescribed for all placements in the course.  
 MacNaughton, G., & Williams, G. (2008). *Techniques for Teaching Young Children. Choices for Theory and Practice* (3rd ed.). Pearson Education Australia.

Professional Experience Timetable	Tasks
Prior to beginning your professional experience	<p><b>Task 1:</b> Ensure you have read the various readings and topic notes for the module.</p> <p><b>Task 2:</b> Ensure that you have consent forms printed and ready for completion on the first day. Download these from the <a href="#">EC Community site</a>.</p> <p><b>Task 3:</b> Read the Early Childhood Australia (ECA) <i>Code of Ethics</i> <a href="http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics">http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics</a> Ensure that your behaviour follows the expected ethical standards as laid out in this document.</p> <p><b>Task 4:</b> Prepare your introductory poster of yourself. Ensure you include a recent, appropriate, professional photo and ask your supervising teacher where it could be displayed in the centre.</p> <p><b>Task 5:</b> Prepare your professional folder. You will need to ensure you take this to every day of placement and be prepared to show your supervising teacher or a Professional Experience Liaison Officer (PELO) who may visit you while on placement. Also see the <a href="#">Early Childhood PrEx Handbook</a> for more information about your folder.</p>



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<b>Professional Experience Timetable</b>	<i><b>If for any reason you need to show evidence of your placement, you may be required to submit your folder to your Unit or Course Coordinator.</b></i>
Day 1	<p>Check your supervising teacher has received an email from the Office of Professional Learning. This email contains links and attachments required for reporting and supervising you.</p> <p>Complete a setting <b>situational analysis</b> as per the <a href="#">Early Childhood PrEx Handbook</a>.</p> <p>Select 3 focus children in consultation with your supervising teacher. Speak to their parents and complete the consent process.</p>
Day 2 to Day 5	<p>Once you have permission to observe your focus children, begin observing examples of the following situations (see full descriptions in Appendix 1):</p> <ol style="list-style-type: none"><li>1. Write 3 observations for each focus child that shows their progression on the reading and writing learning trajectories.</li><li>2. Write 5 observations of ‘serve and return’ examples from your focus children.</li><li>3. Record all (minimum of 20) pre-writing and pre-reading activities and experiences that occur over the 10 days of your placement.</li><li>4. Write 2 observations of art activities that encourage language learning.</li></ol> <p>Discuss your observations with your supervising teacher and begin planning activities for the next steps of the planning cycle (AGDE, 2022, p.27).</p>
Day 3	<p>In your reflective journal, have a think about how routines or rhythms of the day can provide opportunities for ‘serve’ and ‘return’ interactions between educators and young children (i.e. washing hands ready for mealtimes, during mealtimes etc.). Describe how you might approach this, and link to theories and literature.</p>
Day 4 - 5	<p>In your reflective journal, think of some familiar books which are appropriate for children under two years of age. What are some of the features of these books? Consider a specific book and practise a reading it aloud to children.</p> <ul style="list-style-type: none"><li>• How could you engage with a young child with this book?</li><li>• How can you use the book as a focus for shared attention to take conversational turns and provide opportunities to expand the child’s receptive and expressive vocabulary?</li></ul>
Day 6 - 9	<p>Considering the observations for each focus child, plan an activity for each of the following:</p> <ol style="list-style-type: none"><li>1. Supports the child’s oral language learning.</li></ol>



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	<p>2. Supports the child’s pre-writing skills. 3. Supports the child’s pre-reading skills.</p> <p>Discuss your plans with your supervising teacher prior to implementing the plan.</p> <p>Complete the planning cycle by ensuring you observe, assess, plan, implement and evaluate the experience (AGDE, 2022, p. 27).</p>
Day 10	<p>On your last day of placement, continue to work directly with the children, gather examples for your <b>Evidence Log</b> and comments for your <b>Reflective Learning Journal</b>.</p> <p>Meet with your supervising teacher about your <b>Professional Experience Report</b> and ask about any areas of strength or improvement you may have or need to address in future professional experience placements.</p> <p>Review your <b>Professional Experience Report</b> with your supervising teacher. Ensure the report includes the date and signatures of both you and your supervisor, before your supervising teacher submits the report to the OPL. Your grade for the unit will not be finalised until the OPL has the final report.</p> <p>Your evidence log will be useful when discussing your placement. Also, refer back to the <i>Tracking Expectations</i> page in the EC Handbook to ensure that you have completed everything required.</p> <p><b>The Professional Experience Report must be completed by the final day of the professional experience placement and emailed to the Office for Professional Learning <a href="mailto:oplreports@une.edu.au">oplreports@une.edu.au</a></b></p> <p>Ensure your professional folder is up to date and well-organised, as it is a useful record of your professional experiences and development as an Early Childhood Teacher.</p> <p><b>Please note that this professional folder is not submitted to UNE it is a personal professional portfolio.</b></p>



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#### Appendix 1

#### Learning trajectories

Write 3 observations for each focus child that shows their progression on the reading and writing learning trajectories.

- A minimum of 9 observations of learning trajectory progression needs to be recorded.
- Discussions with educators in the room can be added to the observation to support your analysis of the child's demonstrated skills.

#### Serve and Return

Observe a parent/carer and child, or educator and child, in the ECEC setting. Look for the 'serve' and 'return'.

- How available does the parent/carer or educator appear to be?
- How do the parent/carer or educator, and the child show their engagement in the exchange?
- How is productive and receptive language used in this exchange?
- Document what you observe in the observation template (see <https://mylearn.une.edu.au/mod/folder/view.php?id=2901870> ) for use in your 'Assessment 2' document.

#### Pre-reading and pre-writing

Record all pre-writing and pre-reading activities and experiences that occur over the 10 days of your placement.

- Document these in a planning template (see <https://mylearn.une.edu.au/mod/folder/view.php?id=2901869> ) for use in your 'Assessment 2' document.
- You may include photographs of the set-up (no children included), ensuring you follow the service's camera and phone use policy.

#### Arts as an effective vehicle for language learning

Write 2 observations of art activities that encourages language learning.

- Document these in a planning template (see <https://mylearn.une.edu.au/mod/folder/view.php?id=2901869> ) for use in your 'Assessment 2' document.
- You may include photographs of the set-up (no children included), ensuring you follow the service's camera and phone use policy.