|  |  |
| --- | --- |
| ***E:\Practicum Experience Office\School of Education Logo\SCHOOL OF EDUCATION LOGO LOCKUP-01[1].jpg*** |  |

**Professional Experience Evidence Log**

**EDEC435: Literacy in Early Childhood: PrEx 10 days**

**(children 3-5 years)**

**TEACHER EDUCATION STUDENTS UNE ID NUMBER:**

**EARLY CHILDHOOD CENTRE:**

**DATES OF PLACEMENT: from to**

**SUPERVISING TEACHER(S):**

**AGE GROUP:**

**PROGRAM: (please tick)**  **🗆** **INTERNAL or 🗆 EXTERNAL**

**🗆 Bachelor of Education (Early Childhood Teaching)**

**Generic PREX Evidence Log**

|  |  |
| --- | --- |
| **ACECQA Specification One:**  ***1. Psychology and child development*** | **Evidence** |
| * 1. learning, development and care * Consistently recognises and shows an exceptional level of responsiveness to children’s learning and development |  |
| 1.3 social and emotional development   * Consistently shows a high level of responsiveness to the social and emotional needs of children |  |
| 1.4 child health, wellbeing and safety   * Consistently creates an exceptionally healthy and safe supporting environment * Consistently provides exceptional physical care * Provides exceptional support for each child’s health needs * Consistently implements exceptional hygiene and health practices * Provides exceptional supervision of children to ensure safety * Consistently engages in risk assessment to minimize risks | For example, nappy change, follow hygiene procedures 21.11.2014 |
| 1.6 diversity, difference and inclusivity   * Consistently communicates exceptionally with culturally diverse persons * Shows an exceptional ability to consistently promote inclusion * Shows exceptional practice by consistently respecting diversity |  |
| **ACECQA Specification Two:**  ***2. Education and curriculum studies*** | **Evidence** |
| 2.1 Early Years Learning Framework   * Demonstrates exceptional consideration and application of the principles, practices and outcomes of the EYLF in all aspects of programme development |  |

|  |  |  |
| --- | --- | --- |
| 2.9 curriculum planning, programming and evaluation.   * Demonstrates an exceptional ability to link observations and their interpretation to curriculum planning * Exceptionally implements a planning and assessment cycle * Consistently demonstrates an exceptional ability to evaluate overall planning |  | |
| **ACECQA Specification Three:**  ***3. Early Childhood pedagogies*** | | **Evidence** |
| 3.1 alternative pedagogies and curriculum approaches   * Demonstrates an exceptional ability to use and critically analyse theories relating to young children's development and behaviour (birth to 8 years), and their application in practice in contemporary social and cultural contexts | |  |
| 3.2 play based pedagogies   * Consistently creates an exceptional environment for play * Exceptionally supports children’s play and learning * Demonstrates an exceptional ability to facilitate children’s play, learning and physical activity | | For example, provided a range of natural resources in sand pit 19.11.2014 |
| 3.3 guiding behaviour / engaging young learners   * Exceptionally positive communication with children is consistently evident * Interactions with children are exceptionally positive * Demonstrates an exceptional ability to support and respect children * Consistently maintains the dignity and rights of children | |  |
| 3.4 teaching methods and strategies   * Consistently fosters an exceptional environment for holistic learning and development | |  |
| 3.5 catering to children with diverse needs and backgrounds   * Consistently reflects exceptional cultural awareness in work practice | |  |
| **ACECQA Specification Four:**  ***4. Family and community context*** | | **Evidence** |
| 4.1 developing family and community partnerships   * Demonstrates an exceptional ability to communicate the value and purpose of a variety of authentic assessment tools to families, staff, and community stakeholders | |  |
| 4.4 socially inclusive practice   * Demonstrates an exceptional ability to consistently promote inclusion * Demonstrates an exceptional ability to consistently respect diversity | |  |
| 4.5 culture, diversity and inclusion   * Consistently communicates exceptionally with culturally diverse persons * Demonstrates exceptional consideration for the teaching implications for working with Aboriginal and Torres Strait Islander children and children from diverse backgrounds | |  |
| **ACECQA Specification Five:**  ***5. History and philosophy of early childhood*** | | **Evidence** |
| 5.2 contemporary theories and practice   * Consistently demonstrates an exceptional understanding of contemporary early childhood theories | |  |
| 5.3 ethics and professional practice   * Consistently demonstrates an exceptional understanding of legislation and common law relevant to work role * Demonstrates an exceptional understanding of identified policies and practices * Consistently works ethically * Demonstrates exceptional responsibility and professional standards of communication and literacy | |  |

**Unit Specific Evidence Log**

|  |  |
| --- | --- |
| **ACECQA Specification One:**  ***1. Psychology and child development*** | **Evidence** |
| * 1. social and emotional development      * Consistently shows a high level of responsiveness to the social and emotional needs of children |  |
| **ACECQA Specification Two:**  ***2. Education and curriculum studies*** | **Evidence** |
| 2.1 Early Years Learning Framework   * Plans meaningful literacy experiences based on a sound knowledge of the relevant curriculum goals |  |
| 2.4 language and literacy   * Critically analyses literacy experiences for young children through a strong understanding and knowledge of the subject |  |
| 2.5 English as an additional language   * Critically analyses literacy experiences for young children through a strong understanding and knowledge of the subject |  |
| 2.9 curriculum planning, programming and evaluation.   * Demonstrates coherent theoretical and technical knowledge to plan meaningful literacy experiences based on a sound knowledge of the subject matter, of individual students, and of the relevant curriculum goals |  |
| **ACECQA Specification Three:**  ***3. Teaching pedagogies*** | **Evidence** |
| 3.4 teaching methods and strategies   * Develops a plan of action for making improvements to the learning environment to better support meaningful engagement with literacy and literacy development. |  |
| **ACECQA Specification Four:**  ***4. Family and community contexts*** | **Evidence** |
| 4.1 developing family and community partnerships   * Differentiates and analyses the learning environment to demonstrate an integrated approach to language and literacy that links to families and communities |  |
| 4.3 Aboriginal and Torres Strait Islander perspectives   * Critically analyses, evaluates and implements a variety of instructional strategies that reflect the diverse backgrounds and needs of children |  |
| 4.5 culture, diversity and inclusion.   * Critically analyses, evaluates and implements a variety of instructional strategies that reflect the diverse backgrounds and needs of children |  |
| **ACECQA Specification Six:**  ***6. Early childhood professional practice*** | **Evidence** |
| 6.3 professional identity and development   * Evaluates personal literacy practice and knowledge to identify an area of need or gap in professional knowledge. |  |