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**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**

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| **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
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| --- | --- |
| 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
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**Unit Specific Evidence Log**

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| **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.
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