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**Professional Experience Evidence Log**

**EDEC328: Children as Sustainable Scientists: PrEx 5 days**

**Please note: This placement is to happen outside your current or any previous workplaces; it focuses on working with children aged 2 to 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)**

**🗆 Bachelor of Education (Early Childhood and Primary)**

**Two logs are provided for you:**

**1. Generic PREX Evidence Log -- Record a few samples from your 5-days here:**

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| **ACECQA Specification One:**   1. **Psychology and child development** | **Evidence** |
| * 1. learning, development and care * Consistently recognises and shows a high level of responsiveness to children’s learning and development |  |
| 1.3 social and emotional development   * Shows a high level of responsiveness to the social and emotional needs of children |  |
| * 1. child health, wellbeing and safety * Consistently creates a healthy and safe supporting environment * Consistently provides excellent physical care * Consistently supports each child’s health needs * Consistently implements excellent hygiene and health practices * Consistently supervises children to ensure safety * Consistently minimizes risks | For example, nappy change, follow hygiene procedures 21.11.2014 |
| * 1. diversity, difference and inclusivity * Engages in excellent communication with culturally diverse persons * Consistently promotes inclusion * Consistently respects diversity for all children families and staff |  |
| **ACECQA Specification Two:**   1. **Education and curriculum studies** | **Evidence** |
| 2.1 Early Years Learning Framework   * Consistently applies the principles, practices and outcomes of the EYLF in all areas of curriculum development |  |
| 2.9 curriculum planning, programming and evaluation.   * Demonstrates a consistent ability to link observations and their interpretation to curriculum planning * Demonstrates consistent implementation of a planning and assessment cycle * Consistently demonstrates an ability to evaluate overall planning |  |
| **ACECQA Specification Three:**   1. **Early Childhood pedagogies** | **Evidence** |
| 3.1 alternative pedagogies and curriculum approaches   * Consistently uses and critically analyses 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 environment for play * Consistently supports children’s play and learning * \* Consistently facilitates 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   * Positive communication with children is consistently evident   \* Interactions with children are consistently positive  \* Demonstrates an excellent ability to support and respect children  \* Consistently maintains the dignity and rights of children |  |
| * 1. teaching methods and strategies   Consistently fosters an environment for holistic learning and development |  |
| * 1. catering to children with diverse needs and backgrounds * Consistently reflects cultural awareness in work practice |  |
| **ACECQA Specification Four:**   1. **Family and community context** | **Evidence** |
| 4.1 developing family and community partnerships   * Consistently communicates the value and purpose of a variety of authentic assessment tools to families, staff, and community stakeholders |  |
| 4.4 socially inclusive practice   * Consistently promotes inclusion * Consistently respects diversity |  |
| 4.5 culture, diversity and inclusion   * Consistently communicates effectively with culturally diverse persons * Consistently considers 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 understanding of contemporary early childhood theories |  |
| 5.3 ethics and professional practice   * Consistently demonstrates an understanding of legislation and common law relevant to work role * Consistently follows identified policies and practices * Consistently works ethically * \* Demonstrates consistent responsibility and professional standards of communication and literacy |  |

**2. Unit Specific Evidence Log – EDEC328,** with links to unit Learning Outcomes

**Record most samples from your 5-days here below...**

[create extra copies of this log or just expand boxes with multiple-day examples in date order]:

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| **ACECQA Specification One:**  ***1. Psychology and child development*** | **My evidence examples and samples:**  [*add these to each relevant box below*] |
| 1.4 child health, wellbeing and safety   * Supports relevant health and wellbeing pedagogy and curricula | A frame for EDEC328 PREX observing, planning and curricula (links unit Learning Outcome 3) |
| **ACECQA Specification Two:**  ***2. Education and curriculum studies*** | **Evidence** |
| 2.1 *BBB, Early Years Learning Framework for Australia*   * Considers practice and philosophical concepts in terms of relevant government policies and various curriculum documents | A frame for EDEC328 PREX observing, planning and curricula (links unit Learning Outcomes 1, 2, 3, 4) |
| 2.3 numeracy, science and technology   * Explores aspects of everyday sciences in a broad and integrated way * Consolidates and expands understandings of various sciences, social sciences and health. | A frame for EDEC328 PREX observing, planning and curricula (links unit Learning Outcomes 1, 3, 4) |
| 2.6 social and environmental education   * Develops authentic approaches for children, educators and others to explore living in sustainable ways across natural, economic, political and social realms   2.8 physical and health education | A frame for EDEC328 PREX observing, planning and curricula (links unit Learning Outcomes 1, 3, 4) |
| 2.9 curriculum planning, programming and evaluation.   * Plans early childhood everyday sciences curricula that reflects relevant theories | A frame for EDEC328 PREX observing, planning and curricula (links unit Learning Outcomes 1, 2, 3, 4, 5) |
| **ACECQA Specification Five:**   1. ***History and philosophy of early childhood*** | **Evidence** |
| 5.1 historical and comparative perspectives   * Demonstrates an awareness of global perspectives across ECE sciences (LO# 2). | A frame for EDEC328 PREX observing, planning and curricula |
| 5.2 contemporary theories and practice   * Explores the ways young children learn most effectively in the light of current thinking and contemporary research (LO# 1) | A frame for EDEC328 PREX observing, planning and curricula |
| **ACECQA Specification Six:**   1. ***Early childhood professional practice*** | **Evidence** |
| 6.3 professional identity and development   * Documents professional understandings about children's everyday sciences learning in a personal philosophy (LO# 2) | A frame for EDEC328 PREX observing, planning and curricula |