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

**Professional Experience Evidence Log**

**EDEC201: Infant and Toddler Relationships: PrEx 10 days**

 **(children birth to 24 months)**

**TEACHER EDUCATION STUDENTS UNE ID NUMBER:**

**EARLY CHILDHOOD CENTRE:**

**DATES OF PLACEMENT: from to**

**SUPERVISING TEACHER(S):**

**AGE GROUP:**

**PROGRAM: Bachelor of Education (Early Childhood Primary) (please tick):**

**🗆** **INTERNAL or**  **🗆** **EXTERNAL**

#

**Generic PREX Evidence Log**

|  |  |
| --- | --- |
| **ACECQA Specification One:*****1. Psychology and child development*** | **Evidence** |
| * 1. learning, development and care
* Recognises and responds to children’s learning and development
 |  |
| 1.3 social and emotional development* Responds in appropriate ways to the social and emotional needs of children.
 |  |
| 1.4 child health, wellbeing and safety* Creates a healthy and safe supporting environment
* Supports each child’s health needs
* Implements effective hygiene and health practices
* Supervises children to ensure safety
* Minimizes risks
 | For example, nappy change, follow hygiene procedures 21.11.2014 |
| 1.6 diversity, difference and inclusivity* Communicates effectively with culturally diverse persons
* Promotes inclusion
* Respects diversity
 |  |
| **ACECQA Specification Two:*****2. Education and curriculum studies*** | **Evidence** |
| 2.1 Early Years Learning Framework* Applies the principles, practices and outcomes of the EYLF
 |  |
| 2.9 curriculum planning, programming and evaluation.* Demonstrates ability to link observations and their interpretation to curriculum planning,
* Demonstrates implementation of a planning and assessment cycle
* Demonstrates ability to evaluate overall planning
 |  |

|  |  |
| --- | --- |
| **ACECQA Specification Three:*****3. Early Childhood pedagogies*** | **Evidence** |
| 3.1 alternative pedagogies and curriculum approaches * 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* Creates an environment for play
* Supports and facilitates children’s play and learning
 | For example, provided a range of natural resources in sand pit 19.11.2014 |
| 3.3 guiding behaviour / engaging young learners* Communicates positively with children
* Interacts positively with children
* Supports and respects children
* Maintains the dignity and rights of children
 |  |
| 3.4 teaching methods and strategies* Fosters an environment for holistic learning and development
 |  |
| 3.5 catering to children with diverse needs and backgrounds* Reflects cultural awareness in work practice
 |  |
| **ACECQA Specification Four:*****4. Family and community context*** | **Evidence** |
| 4.1 developing family and community partnerships* Communicates the value and purpose of a variety of authentic assessment tools to families, staff, and community stakeholders
 |  |
| 4.4 socially inclusive practice* Promotes inclusion
* Respects diversity
 |  |
| 4.5 culture, diversity and inclusion* Communicates effectively with culturally diverse persons
* 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* Demonstrates understandings of contemporary early childhood theories
 |  |
| 5.3 ethics and professional practice* Demonstrates an understanding of legislation and common law relevant to work role
* Follows identified policies and practices
* Works ethically
* Demonstrates responsibility and professional standards of communication and literacy
 |  |

**Unit Specific Evidence Log**

|  |  |
| --- | --- |
| **ACECQA Specification One:*****1. Psychology and child development*** | **Evidence** |
| 1.4 child health, wellbeing and safety* Focuses on the role of relationships for infant and toddler wellbeing in various contexts
* Consistently provides positive nappy-changing and toileting experiences
* Consistently promotes quality mealtime environments
* Consistently promotes safe sleep, rest and relaxation
 |  |
| **ACECQA Specification Three:*****3. Teaching pedagogies*** | **Evidence** |
| 3.1 Alternative pedagogies and curriculum approaches* Understands the importance of relationships with infants, toddlers, their families and their communities
 |  |
| **ACECQA Specification Four:*****4. Family and community contexts*** | **Evidence** |
| 4.1 developing family and community partnerships* Considers infants and toddlers within their families and communities
 |  |