

IPP1260 TEACHING REQUIREMENTS - 2024

In order to fulfill all requirements, pre-service Teachers will give a full-time commitment to the centre throughout the Professional Experience. They will demonstrate consistent involvement in the working day of the centre by participating in general tasks and routines that occur. These include nappy changing, cleaning, assisting at sleep time, meal preparation and the range of activities and curriculum experiences. As well, they are required to keep a Professional Experience File that includes a portfolio and a set of observations for their focus child (6 weeks - 18 months). Pre-service Teachers will demonstrate their understanding of children through professionally presented written observations, planned experiences for individuals and groups of children and critical reflection of all planned experiences. The quality of the Professional Experience File indicates a professional attitude as well as thoughtful and thorough organisation and preparation. The learning experiences can be used as evidence of professional development and are valuable to include in a Professional Portfolio.

Requirements: 15 sequential days, 8 hours onsite, one Centre open and one Centre closing

- *During the Professional Experience, it is the Pre-service Teacher's responsibility to ensure this Attendance Record is signed regularly by centre staff.*

It is anticipated that Room Leaders and Directors will act as mentors and help Pre-service Teachers understand and support high standards in the care and education of young children.

STRUCTURE OF THE PROFESSIONAL EXPERIENCE

Monday 28 October to Friday 15 November
Three Week Block Professional Experience
Fifteen days total
Ten with Infants and five with Toddlers
(age 6 weeks to 36 months across both)

Overall Assessment Form Due – Tuesday 19 November

RECOMMENDED SCHEDULE

<p>ORIENTATION (any time prior to professional experience commencement OR if centre is not able to provide prior use the first two hours of the first day)</p>	<ul style="list-style-type: none"> • Become oriented to the early learning centre. • Organise, with Director/Room Leader, a focus child for observation and planning in the infant room. • Organise parent/centre consent forms for observations to be signed • Become familiar with assigned room: the children, routines and staff. • Assist as required/directed in all aspects of the program. • Enquire about the shifts for week 1, dress code, parking, lunch. • Read the policies and procedures of the centre. • Become familiar with the emergency procedures. • Begin to gather Contextual Information about the centre and assemble in Professional Experience File. • Prepare an introductory poster.
---	--

<p>WEEK 1</p>	<ul style="list-style-type: none"> • Assist the Room Leader and staff in all aspects of the program (including preparation and maintenance of the learning environments). • Collate contextual information about the focus child. • Begin observations- Anecdotal Records, Jottings, Checklists for focus child. • Continue collating Contextual Information about the early learning centre. • Begin a purposeful collection of resources for your Resource File. • Maintain attendance record. • Complete Reflective Journal entry 13. • Day 4: Use information from the observations to create a Developmental Summary and then plan 1 Experience Plan and 1 Care Routine Weekly Schedule for week 2. • Consult with the Room Leader re: above plans for implementation in week 2.
<p>WEEK 2</p>	<ul style="list-style-type: none"> • Maintain involvement in all aspects of the program (including preparation and maintenance of the learning environments). • Collate Contextual Information about the early learning centre. • Show the Room Leader the completed planning documents, amend if necessary. • Implement and evaluate Experience Plan (focus child) and the Care Routine Weekly Schedule (Focus child's room). Ask room leader for written feedback. • Continue observations- Anecdotal Records, Jottings, Checklists for focus child. • Maintain attendance record. • Complete Reflective Journal entry 14. • Continue to collect resources and materials for Resource File. • Consult with Room Leader re: Week 3 planning.
<p>WEEK 3</p>	<ul style="list-style-type: none"> • Assist the Room Leader and staff in all aspects of the program (including preparation and maintenance of the learning environments). • Continue observations- Anecdotal Records, Jottings, Checklists for focus child if you are still in that room. • Observe educators taking group mat sessions with toddlers and take notes of different types of experiences, songs, rhymes, stories and behaviour guidance techniques. • Continue collating Contextual Information on the early learning centre. • Continue to collect resources and materials for Resource File. • Maintain attendance record. • Day 3: Write 1 Experience Plan (Toddlers) and 1 Small Group Mat Experience Plan (Toddlers). • Liaise with Room Leader re: above plans to implement on day 4 or 5. • Complete Reflective Journal entry 15.