

## ECE6240 GUIDELINES 2025 - TEACHING

It is expected that students will be fully integrated in the working day of the centre by participating in general tasks and routines that occur, this includes nappy changing, cleaning, assisting at sleep time, meal preparation and the full range of planned activities. As well, students are required to keep a Professional Experience File that demonstrates an understanding of children and their development through professionally presented written observations, planned experiences for individuals and groups of children and evaluation of all planned experiences. It is anticipated that mentors will help the student understand and support high standards in the care and education of young children. In addition, students will document one case study child in detail for assessment.

### STRUCTURE OF THE PROFESSIONAL EXPERIENCE

#### 10 day placement

Students must complete a full staff shift each day (minimum 7.5 contact hours with the children) and **complete one opening and one closing shift across the 10 days.**

### RECOMMENDED SCHEDULE

<b>DAY 1</b>	<ul style="list-style-type: none"> <li>Organise, with mentor or room leader (RL), the case study (focus) child for observation and planning. It is suggested they are enrolled full time.</li> <li>Arrange for parent/centre consent form(s) to be signed</li> <li>Orient yourself with the centre</li> <li>Display prepared introductory poster</li> <li>Become familiar with assigned room, the routines, children and staff</li> <li>Assist as required/directed in all aspects of the program including routines, setting up environments, responding to children etc...</li> <li>Determine the shifts for remainder of placement (see above), the dress code, parking, lunchtimes, and any other details</li> <li>Review the policies and procedures of the centre</li> <li>Make note of the emergency procedures</li> <li>Begin to gather the Contextual Information for PEx File.</li> </ul>
<b>DAYS 2-5</b>	<ul style="list-style-type: none"> <li>Assist the room leader and other staff in all aspects of the program</li> <li>Assist in preparation and maintenance of the learning environments</li> <li><b>DAYS 2-3:</b> The focus of these two days is to observe the focus child, using various observational techniques (anecdotal records, checklists, jottings etc...)</li> <li><b>DAYS 4-5:</b> Plan and implement TWO experiences per day for individual focus child or small groups, that are set up in the environment based on observations of the children's emerging development, strengths, and interests (template on Canvas)</li> <li>Collate background information about the focus child</li> <li>Continue observations on your focus child; anecdotal records, checklists (one per developmental domain) – particularly in the planned experiences.</li> <li>Document ONE Learning Story from one of the learning experiences.</li> <li>Finalise the Contextual Information on the setting</li> <li>Complete Care routines for focus child (template on Canvas)</li> </ul>

	<ul style="list-style-type: none"> <li>• Collect resources for your Resource File.</li> <li>• <b>NOTE:</b> The focal point of observations will be your focus child. The learning experiences can be implemented with small groups (including your focus child), although analysis/evaluation of observations will emphasise your focus child's development as you have written consent from this family.</li> <li>• If your child is not there on a particular day plan for the group who are present and evaluate this planned experience.</li> </ul>
<b>Mid-Way</b>	<ul style="list-style-type: none"> <li>• By the end of day 4: Mentor completes <i>Mentor checklist</i> to provide student with written feedback. Mentor discusses this feedback with the student.</li> <li>• Day 5: University Supervisor (US) observes interaction of the student with the children and reviews Professional Experience file.</li> <li>• Mentor discusses progress with the student and US in first visit.</li> <li>• US then completes the <i>Interim Report</i> via SONIA online. Student to view Interim Report in SONIA and sign to acknowledge receipt of it.</li> </ul>
<b>DAYS 6-8</b>	<ul style="list-style-type: none"> <li>• Continue to be involved in all aspects of the program, environment, and routines</li> <li>• Assist in the preparation and maintenance of the learning environment.</li> <li>• Implement and evaluate THREE planned learning experiences per day, based on observation data collected. One learning experience needs to be for a small group of children.</li> <li>• Ask mentor to observe your practice with children and provide written feedback.</li> <li>• Complete TWO Learning Stories from implemented experiences.</li> <li>• Continue to add to developmental domain checklists.</li> <li>• Continue to collect detailed observations of case study child.</li> <li>• Continue to collect resources and materials for your Resource File.</li> <li>• Liaise with the Centre Director to gather information about the processes of leading and managing the day-to-day requirements of the setting.</li> </ul>
<b>DAYS 9 &amp; 10</b>	<ul style="list-style-type: none"> <li>• Plan and oversee the preparation, implementation, and evaluation of the complete learning environment for these final 2 days. Program Plan template on Canvas.</li> <li>• Continue to liaise with the Centre Director to gather information about the processes of leading and managing the day-to-day requirements of the setting.</li> <li>• University Supervisor (US) observes interaction of the student with the children and reviews Professional Experience file.</li> <li>• Discuss professional experience and planning with US and setting staff.</li> <li>• US completes the <i>Final Evaluation Form and Overall Results Form</i> via SONIA online (day 10).</li> </ul>

Whilst this is the suggested teaching load across the Professional Experience, it is understood that individual differentiation will occur based on the setting and the programs already in place. If there are any concerns, please contact Wendy Harmon as soon as they arise: [w.harmon@ecu.edu.au](mailto:w.harmon@ecu.edu.au).