



School of Education and Professional Studies

Graduate Diploma in Early Childhood
Education

**Professional Experience and Practice
Early Childhood Education and Care**

HANDBOOK

IMPORTANT THINGS TO REMEMBER WHILST ON PROFESSIONAL EXPERIENCE AND PRACTICE

1. Absences

Students are to attend 100% of the allocated days in order to successfully complete each Professional Experience. Missed days **must** be made up. Statewide public holidays do NOT need to be made up.

If there is a **serious reason** requiring absence from Professional Experience, that day, before school, contact:

- The centre/service director,
- Supervisor,
- Program convenor: Prof. Susanne Garvis, s.garvis@griffith.edu.au

More than one missed day for any reason will require a medical certificate or other documentary evidence whether or not these days occur consecutively during the Professional Experience.

Then, **as soon as possible**:

- obtain a medical certificate or other documentary evidence if absent for a second or subsequent day,
- negotiate with the Supervisor and centre/service director appropriate days to make up the absence,
- provide information to the Course Convenor about alternative date/s.

2. Interim Report

The Supervisor and Student should discuss and sign the Interim Reports. If the reports have not been completed, the Student is to inform the Course Convenor via email.

If the overall progress is of **serious concern**, a copy of the completed Interim Report **must** be sent **urgently** to the Course Convenor.

3. Final Report

The Supervisor and Student should sign the Final Report on the last day of the block placement.

If **satisfactory**, the Student is to keep the original and is to upload a copy to 7784EDN.

If **unsatisfactory**, the centre/service director or Supervisor is to return the original and copy **directly** to the Course Convenor as soon as possible.

4. Centre/service Resources

Students are to return all before the end of Professional Experience and Practice.

CONTACTS

Professional Experience and Practice enquiries should be directed to:

PROGRAM CONVENOR
<p>Prof. Susanne Garvis Early Childhood Education</p> <p>School of Education and Professional Studies</p> <p>Griffith University Mt Gravatt Campus QLD 4122 Arts & Music (M09) 2.07B</p> <p>T +61 7 37355834</p> <p>E s.garvis@griffith.edu.au</p> <p>W https://experts.griffith.edu.au/19063-susie-garvis</p>

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1. Overview of Professional Experience

The Graduate Diploma in Early Childhood Education provides an early childhood education specialisation and/or professional practice for teachers in early education (0-5). It addresses the theory and practice of teaching, concentrating on the characteristics of learners and teachers and the social and cultural contexts of education.

In this Program, there is a strong focus on work-integrated learning through curriculum/program planning and teaching, and critical reflection. The coursework option includes a professional experience component based in an early childhood setting.

1.1 Placements across the courses

In this program, you will undertake 60 days of professional experience in early years settings. This includes 40 days with children aged 3-5 years and 20 days with children aged birth to 3 years. Professional experience is embedded within the following four courses:

- 7905EDN Engagement with Young Children (T1) – 10 days with children aged birth to 3 years
 - 2 days a week (week 1-5)
- 7908EDN STEAM and Young Children (T1)- 20 days with children aged 3-5 years
 - 2 days a week (week 6-9)
 - 5 days a week (week 10-11)
 - 2 days a week (week 12)

- 7906EDN Language Communication and HPE (T1)- 20 days with children aged 3-5 years
 - 2 days a week (week 6-9)
 - 5 days a week (week 10-11)
 - 2 days a week (week 12)
- 7907EDN Supporting Young Children's Pro-Social Behaviour (T2)- 10 days with children birth to 3 years
 - 2 days a week (week 1-5)

Professional experience combines field-based experience with academic work (Learning Modules online) to inform and explore the student's educational beliefs and practices about learning and teaching in early childhood education and care. All professional experience requirements must be completed to graduate from the Graduate Diploma of Early Childhood Education.

This handbook provides essential information and relevant forms for the professional experience placement component across the four courses.

1.2 Duty of Care and Blue Card

During the professional experience placement, you and your Supervisor have a legal "Duty of Care" which means that you both have a professional and a moral obligation to look after those placed in your care.

You will have responsibility for children in the class. You are required to act with vigilance and caution ensuring the health, safety and well-being of all children. You will need to follow all requirements within the early years setting.

When you are undertaking professional experience, you will need to have a relevant Blue Card from the Queensland Government. You will need to share a copy of your Blue Card with the placement office and also your supervisor.

2. Requirements for Professional Experience

2.1 Professional Experience Dates

Birth – 3 years	10 days	T1 and T2
3-5 years	20 days	T1 and T2
Placement	One ECT pre-service teacher per classroom that is supervised by a qualified ECT.	

All days are compulsory. You must make up any missed days with the exception of public holidays. You are not to plan holidays immediately after the professional experience block as you may be required to make up missed days or complete extra time to meet a satisfactory standard.

2.2 Requirements for 10 days with birth to 3 years

Two Week Block	Procedure	Requirements

Week 1 Days 1-5	Interact with the children in all aspects of the program.	Continue to observe children/a child and keep written records of observations using observation sheets. You are to observe a minimum of one activity per day.
	Lead a small group and engage the children in a series of planned lessons/experiences.	After day 3, design and implement a minimum of 2 planned lessons/experiences per day for the class using the lesson plan/Activity format on Learning@ Griffith. Write up a Self Reflection sheet each day.
	Continue to observe Supervisor.	Observe the Supervisor and record your observations using the Observation sheets provided on Learning@Griffith. Minimum one Supervisor observation per day.
DAY 5	INTERIM REPORT	<i>Supervisor discusses Interim Report with you.</i>
Days 6-10	Design and implement learning experiences across all areas for full days of teaching.	<p>During the first placement with birth to 3 years, teach for three continuous days across the week. For the two remaining days, continue to implement lessons/ learning experiences. Complete a Self-Reflection sheet each day.</p> <p>During the second placement with birth to 3 years, teach for five continuous days across the week. Complete a Self-Reflection sheet each day.</p> <p>Discuss with the Supervisor what you have learnt about early years' children and how these ideas can be practised in the classroom.</p> <p>Complete a Self Reflection sheet each day.</p>
Day 10	FINAL REPORT	<i>Supervisor discusses the report with you.</i>

2.3 Requirements for 20 days with 3- 5 years

Eight Week Block	Procedure	Requirements
Days 1-5	Interact with the children in all aspects of the program.	Continue to observe children/a child and keep written records of observations using observation sheets. You are to observe a minimum of one activity per day.
	Continue to observe Supervisor.	Observe the Supervisor and record your observations using the Observation sheets provided on Learning@Griffith. Minimum one Supervisor observation per day.
Days 5-10	Interact with the children in all aspects of the program.	Continue to observe children/ a child and keep written records of observations using observation sheets. You are to observe a minimum of one activity per day.
	Lead a small group and/or engage the children in a series of planned lessons/ experiences.	Design and implement a minimum of 3 planned lessons/experiences per day for the class using the lesson plan/Activity format on Learning@ Griffith Write up a Self Reflection sheet each day.
	Continue to observe Supervisor.	Observe the Supervisor and record your observations using the Observation sheets provided on Learning@Griffith. Minimum one Supervisor observation per day.
DAY 10	INTERIM REPORT	Supervisor discusses Interim Report with you.
Days 10-15	Design and implement learning experiences across all areas for 3 full days of teaching . Continue lessons/learning experiences for the remaining two days.	Teach for three continuous days across the week. For the two remaining days, continue to implement lessons/ learning experiences. Complete a Self-Reflection sheet each day.
Days 15-20	Design and implement learning experiences across all areas for 5 full days of teaching .	Teach continuously for the whole five days (1 week). Complete a Self Reflection sheet each day. Discuss with the Supervisor what you have learnt about early years' children and how these ideas can be practised in the classroom.
Day 20	FINAL REPORT	Supervisor discusses the report with you.

3. Professional Experience Folders

Each student will maintain three (3) Professional Experience Folders during this Professional Experience (these folders will be digital):

- (1) Student Profile;
- (2) Observation documents; and
- (2) Resource Folder – Interim and Final Reports.

The Professional Experience Folders record the knowledge, understandings, experiences and resources the Student has gained from the professional experience, whilst showing the processes and thinking that is contributing to this growing knowledge. For this reason, students should regard these folders as working documents. The Professional Experience Folders should be available, on site, to the Supervisor, Centre/Service director and University liaison at all times during the professional experience.

These folders will be assessed and be deemed satisfactory or unsatisfactory by the Supervisor (Student Profile, Observation documents) in Interim and Final Reports; and the Course Convenor (Interim and Final Reports).

3.1 Working Folder

This Working folder needs to contain observation, planning and teaching notes relevant to each professional experience. The sections required are listed below.

3.1.1 Student Profile Form

This form *must be completed prior to the commencement* of the professional experience and be available for perusal by the Supervisor during the first visit.

3.1.2 Previous Professional Experience Report

The final report for each professional experience is required in this section.

3.1.3 Developmental Plan

This plan was compiled at the end of the previous professional experience. Also included here may be identified goals for addressing the AITSL Professional Standards.

3.1.4 Professional Experience Requirements

This section should contain information relating to the requirements for this professional experience including the handbook and any other information provided by the university and school.

3.1.5 Community Information

This section will contain information about each local community. This information is to be collected by the Student prior to and during the professional experience.

3.1.6 Service/Centre Information

This section will contain observations and documents pertinent to the school/centre (e.g. behaviour management, handbooks, brochures, enrolment information).

3.1.7 Class/Group Information

This section will contain observations and documents pertinent to the class/group the Student is assigned to for the duration of the Professional Experience. This section should include the following sub-sections and associated information:

a) Timetable

- Class/Group timetable
- Timetable indicating activities/sessions conducted by the Student

b) Teaching Observations

This section should include observations of the Supervisor and other pertinent staff (e.g., Music Teacher, LOTE Teacher, HPE Teacher) facilitating learning and teaching experiences for children in the allocated class.

c) Child Observations

This section should include observations of all children in the class, including the collection and focused analysis of work samples.

3.1.8 Planning [Designing Unit Plans and Lesson/Learning Experience Plans]

This section may include samples of Unit and lesson plans designed by the Supervisor, as well as the unit and lesson plans made by the Student

3.1.9 Daily Reflections

This section will contain daily written reflections using the provided 5Rs framework. Self-reflection is essential to ongoing development as a teacher. Students will learn from what works well and from what doesn't work if time is taken to critically reflect upon teaching decisions and actions.

3.2 Resource Folder

The **Resource Folder** should include any relevant teaching and learning ideas and resources collected throughout on-campus instruction as well as during the field-based Professional Experience. Students should organise this folder into sections that facilitate ease of access.

4. Student's Role and Responsibilities

4.1 Checklist Before and During Professional Experience

Before Professional Experience

- ☐ Blue Card organised
- ☐ Policies and legal requirements reviewed, including Workplace Health & Safety
- ☐ Information collected about the school and local community
- ☐ School location, transportation and school contacts identified
- ☐ School times identified
- ☐ Working and Resource Folders organised
- ☐ Professional Experience Handbook reviewed
- ☐ University-based Professional Experience lecture attended
- ☐ Online Professional Experience Modules read
- ☐ Required forms copied and available
- ☐ Completed profile is given to Supervisor
- ☐ School protocols discussed
- ☐ Planning with Supervisor
- ☐ Professional Experience Folders maintained

6 Week Block of Professional Experience

- ☐ Personal timetabling confirmed
- ☐ Blue Card in possession with a valid expiry date
- ☐ Unit and Individual lesson plans organised
- ☐ Lesson resources organised
- ☐ ICT/Multimedia organised (if incorporated into lessons)
- ☐ Professional Experience Folders maintained

4.2 Expectations and Duties

You should spend your time working with your Supervisor as a professional colleague. During this period you will:

- Present yourself in a professional manner, demonstrating an awareness of professional expectations of dress, speech and conduct.
- Present all planning prior to teaching (by 8.15 am each morning or as requested by the class teacher).

- Submit all observations to your Supervisor the morning following the observation.
- Submit written self-reflection of your own teaching from the previous day.
- Staple lesson plan, teacher feedback and self-reflection together, where appropriate.
- Mark and assess student work from own lessons.
- Develop checklists and/or anecdotal records to monitor student achievement.
- Develop appropriate focused analysis for assessment.
- Assist your Supervisor when appropriate throughout the day.
- Develop a rapport with students in the classroom.
- Be a 'shadow' to the teacher, **matching the teacher's schedule and rostered duties.**
- Direct any parental requests or concerns to the Supervisor.
- Participate in all professional experience activities as deemed appropriate by the coordinator and Supervisor.

4.3 Professionalism

Ethical and professional behaviour is required of Students in all contexts of this course and it is expected that the Student will model for children socially appropriate ways of how to behave.

Students are expected to dress, speak and conduct themselves in a manner that will enhance the status of Griffith University and the teaching profession.

5. Supervisor's Role and Responsibilities

5.1 Expectations during Professional Experience

- Meet with the Student on the first lead-in day and discuss expectations for teaching and extra curricular activities
- Read the Student's Profile. Create a warm, friendly, adult learning atmosphere.
- Familiarise the Student with planning, behaviour management and classroom protocols.
- Model teaching skills, strategies and classroom management strategies very explicitly.
- Advise the Student of Workplace Health and Safety procedures and policies.
- Involve the Student in all aspects of classroom and school life.
- Explain your planning and use the school programs, syllabus documents and resources to demonstrate how the curriculum is developed.
- Continue to maintain the full-time duty of care.
- Wherever possible, provide the opportunity for the Student to learn about assessment strategies.
- Wherever possible, the Student should observe you teaching a lesson and then plan a similar lesson to teach.
- Provide opportunities for the Student to learn about managerial, organisational and pastoral demands of the classroom.
- On a regular basis provide detailed written feedback about teaching.
- Every day, make time to co-plan, co-teach, and co-reflect with the Student.

5.2 Duty of Care

Whilst your Student has a legal "Duty of Care" during the professional experience, the Supervisor is ultimately responsible for the safety of his/her school pupils. The Student, however, is required to act with vigilance and caution ensuring the health, safety and well-being of all pupils.

6. School Coordinator's Role and Responsibilities

6.1 Before the First Visit

- Advise the Supervisors of the name of the Student who will be allocated to them.
- Distribute all of the materials from the University to the Supervisors.
- Organise the Group Talks.
 - Group talks, given by appropriate members of the school staff, form an integral part of each Practice Teaching program for Student. The Practicum Coordinator will be responsible for organising the Group Talks program.
 - The Supervisors will be responsible for facilitating their Student's participation in the Group Talks program and for linking that program to classroom practice.
 - The Student will be responsible for participating fully in the program and including written summaries in their Folder.
- Suggested Topics for Group Talks include:
 - Orientation to the school
 - School organization
 - Professional ethics
 - Curriculum
 - Behaviour Management Policy
 - Parent - School - Community Relations
 - Advise all Students of any Workplace Health and Safety procedures and issues.
- Have read and understood the relevant sections of this Professional Experience Handbook.
- Advise the Student of:
 - Class placement (location of rooms, names of teachers);
 - The general layout of the school including the staff room and library;
 - Relevant school policy/routines; and
 - Additional class/school activities planned (e.g., exams and national testing, camps and games).

6.2 During the Orientation and Weekly Visits and Block Practice

- Ensure that Group Talks are conducted. A particular opportunity is available during the first three visits.
- Be in contact with the University Supervisor concerning any aspect that may need clarification.

6.3 After the Professional Experience

- Remind the Supervisors that the Final Report is due on the last day of the block placement.

- Ensure that the Final Report is seen, discussed, signed and given to the Student.

7. University Liaison's Role and Responsibilities

The Course Convenor will act in the University Liaison role. Two virtual (on-line) visits will be made to the Student on-site at the school/centre. The University Liaison Person will contact the Professional Experience Coordinator about the timing of visits.