

ECE6340 GUIDELINES 2026 - TEACHING

It is expected that Pre-service teachers will be fully integrated in the working day of the centre by participating in general tasks and routines, and the full range of planned activities. As well, they are required to keep a Professional Experience File that demonstrates an understanding of children through professionally presented written observations and planned and evaluated learning experiences for individuals and groups of children. It is anticipated that mentors will help the Pre-service teacher understand and support high standards in the care and education of young children. In addition, the Pre-service teacher will need to document one case study child throughout the placement.

STRUCTURE OF THE PROFESSIONAL EXPERIENCE

20-day placement

Pre-service Teachers must complete an 8 hour shift each day.

Pre-service teachers must complete ONE opening and ONE closing shift across the 20 days.

The ½ day orientation visit is to be completed in the week prior to placement beginning and DOES NOT count towards the 20 days required for ACECQA compliance.

RECOMMENDED SCHEDULE

ORIENTATION ½ DAY – to be completed in the week before placement.	<ul style="list-style-type: none"> • Be oriented at the centre and organise shift allocation for first day. • Organise with mentor, the case study child for observation and planning. • Arrange for parent consent form for case study child to be signed. • Display prepared introductory poster (in foyer and on your room door) • Become familiar with the assigned room, the routines, children, and staff. • Enquire about the shifts for remainder of placement as well as the dress code, parking, lunch, and any other details.
DAY 1	<ul style="list-style-type: none"> • Assist as required/directed in all aspects of the program including routines, setting up environments, responding to children etc. • Review the policies and procedures of the centre. • Make note of the emergency procedures. • Begin to gather the Contextual Information for Professional Experience File. • Ensure parent consent form for case study child is signed.
DAYS 2-5	<ul style="list-style-type: none"> • Assist the Room Leader and other staff in all aspects of the program. • Assist in preparation and maintenance of the learning environments. • Collect background information about the case study child (when consent is signed). • DAYS 2,3 and 5: The focus of these four days is to observe the focus child, using various observational techniques (anecdotal records, checklists, jottings etc... to capture a holistic picture of the child's development). • DAY 5: Plan and implement ONE experience for individual case study child or small group (including the case study child), that is based on observations of the children's emerging development, strengths, and interests. (Template in CANVAS) • Document ONE Learning Story from the learning experience. • Finalise the Contextual Information on the setting (see planning guidelines).

	<ul style="list-style-type: none"> • Complete Care routines for the case study child (template in CANVAS) • Collect resources for your PEx File. • NOTE: The focal point of observations will be your case study child. Learning experiences can be planned for small groups (including your case study child), although analysis/evaluation of observations will emphasize your case study child's holistic development, as you have written consent from this family. • Two observations should be completed each day, as well as adding to the five developmental checklists as required throughout the placement. (Template on CANVAS) • By the end of day 5: Mentor completes <i>Mentor checklist</i> to provide Pre-service Teacher with written feedback. Discussions about feedback are encouraged.
DAYS 6-8	<ul style="list-style-type: none"> • Continue to be involved in all aspects of the program, environment, and routines. • Assist in the preparation and maintenance of the learning environment. • Implement and evaluate ONE planned learning experience per day, based on observation data collected. One learning experience needs to be for a small group of children (including the case study child). • Ask mentor to observe Pre-service teacher practice with children and provide written feedback on LEP. • Complete ONE Learning Story from any of the implemented learning experiences. • Continue to add to developmental checklists and collect detailed observations of case study child during experiences. • Two observations should be completed each day, as well as adding to the five developmental checklists as required. • Continue collecting resources and materials for your Resources collection.
DAYS 9 & 10	<ul style="list-style-type: none"> • Plan and oversee the preparation, implementation, and evaluation of the complete learning environment. Use the Program Plan template in CANVAS, which can be modified for your context. Individual lesson experience plans are no longer written. • Continue to collect detailed observations of case study child throughout experiences. Two observations should be completed each day, as well as adding to the developmental checklists as required. • University Supervisor (US) observes interaction of the Pre-service Teacher with the children and reviews Professional Experience file. • Discuss professional experience and planning with US and setting staff.
Mid-Way	<ul style="list-style-type: none"> • Day 10: University Supervisor (US) observes interaction of the Pre-service Teacher with the children and reviews Professional Experience file. • Mentor discusses progress with the Pre-service Teacher and US on first visit. • US then completes the <i>Interim Report</i> via SONIA online (day 10).
DAYS 11-20	<ul style="list-style-type: none"> • Assist mentor and plan the preparation, implementation, and evaluation of the complete learning environment for final 10 days. Use the Program Plan template in CANVAS, which can be modified for your context. Individual lesson experience plans are no longer written. • Planning needs to be reflective of the interests of the children (especially the case study child) and be responsive to their developmental needs.

	<ul style="list-style-type: none">• Continue to work collaboratively with all stakeholders (children, families and other staff) to foster positive relationships in the context.• Liaise with the Director to gather information about the processes of leading and managing the day-to-day requirements of the setting.• University Supervisor (US) observes interaction of the Pre-service Teacher with the children and reviews Professional Experience file (including the case study of the focus child).• Discuss professional experience and planning with US and setting staff.• US completes the <i>Final Evaluation Form and Overall Results Form</i> via SONIA online (day 20).
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Whilst this is the suggested teaching load across the Professional Experience, it is understood that individual differentiation may occur based on the setting, including the opportunity for Pre-service teachers to receive planning time with their mentor. If there are any concerns, please contact Leonie Menzel as soon as issues arise:

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