These students are in their first year of a two-year Masters of Teaching (Early Childhood) program. This is their first professional experience. This semester in EDN660, the students have learnt about early childhood development in a social context, with a specific focus on children’s speech, language and cognition. Students will progress from planning for and implementing individual and small group experiences in Week One to planning for and implementing whole days in Week 4.

**Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this practicum.**

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<th>Days of Professional Experience</th>
<th>Activities</th>
<th>Reports</th>
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| 1-5                             | • **Introduce** yourself and proactively engage in conversations with children, staff, parents and volunteers  
• **Organise** consent forms from parents  
• **Engage** in classroom experiences and routines (indoor and outdoor)  
• **Assist** with preparation and packing away  
• **Collect** resource ideas  
• **Observations**: Observe and record using different observation formats over the whole professional experience period (need consent for photos)  
• **Plan, implement and evaluate** 3 x learning experiences for an individual child (your focus child)  
• **Plan, implement and evaluate** 3 x small group learning experiences  
• **Plan, implement and evaluate** 2 x whole group sessions including transition activities  
• Write up **daily reflections** (200 – 400 words) of your experience. Points of interest may be children’s play, the learning environment, teaching strategies, policies, interactions with families, and the wider centre community  
• Write up 1 x **critical reflection** (500 – 700 words) with explicit links to literature and theory  
• **Ongoing development**: Arrange and prepare for regular discussions/feedback sessions with your supervising teacher. Make your professional experience portfolio available to your supervising teacher each day. |         |
| 6-10   | Engage in classroom experiences and routines (indoor and outdoor)  
| Assist with preparation and packing away  
| Collect resource ideas  
| Observations: Observe and record using different observation formats over the whole professional experience period  
| Plan, implement and evaluate 3 x learning experiences for an individual child (your focus child)  
| Plan, implement and evaluate 3 x small group learning experiences  
| Plan, implement and evaluate 3 x whole group sessions including transition activities  
| Write up daily reflections (200 – 400 words) of your experience. Points of interest may be children’s play, the learning environment, teaching strategies, policies, interactions with families, and the wider centre community  
| Write up 1 x critical reflection (500 – 700 words) with explicit links to literature and theory  
| Ongoing development: Arrange and prepare for regular discussions/feedback sessions with your supervising teacher. Make your professional experience portfolio available to your supervising teacher each day. Discuss your Interim Report with your Supervising Teacher. Identify professional strengths, areas of need and goals for implementation during the final two weeks of placement.  

| 11-15  | Engage in classroom experiences and routines (indoor and outdoor)  
| Assist with preparation and packing away  
| Collect resource ideas  
| Observations: Observe and record using different observation formats over the whole professional experience period  
| Plan, implement and evaluate 3 x learning experiences for an individual child (your focus child)  
| Plan, implement and evaluate 3 x small group learning experiences  
| Plan, implement and evaluate 3 x whole group sessions including transition activities  
| Plan, implement and evaluate the whole class program for 2 half days (working with other staff)  
| Write up daily reflections (200 – 400 words) of your experience. Points of interest may be children’s play, the learning environment, teaching strategies, policies, interactions with families, and the wider centre community  
| Write up 1 x critical reflection (500 – 700 words) with explicit links to literature and theory  
| Ongoing development: Arrange and prepare for regular discussions/feedback sessions with your supervising teacher. Make your professional experience portfolio available to your supervising teacher each day. Evaluate outcomes from the goals you developed from the Interim Report. 

Interim Report due Day 10
| 16-20 | • **Engage** in classroom experiences and routines (indoor and outdoor)  
• **Assist** with preparation and packing away  
• **Collect** resource ideas  
• **Observations**: Observe and record using different observation formats over the whole professional experience  
• **Plan, implement and evaluate** learning experiences for an individual child (your focus child)  
• **Plan, implement and evaluate** small group learning experiences  
• **Plan, implement and evaluate** whole group sessions including transition activities  
• **Plan, implement and evaluate** the whole class program for 2 whole days (working with other staff)  
• Write up **daily reflections** (200 – 400 words) of your experience. Points of interest may be children’s play, the learning environment, teaching strategies, policies, interactions with families, and the wider centre community  
• Write up 1 x **critical reflection** (500 – 700 words) with explicit links to literature and theory  
• **Ongoing development**: Arrange and prepare for regular discussions/feedback sessions with your supervising teacher. Make your professional experience portfolio available to your supervising teacher |
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<td><strong>Final Report due Day 20</strong></td>
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