

A photograph of a young girl with brown hair and bangs, wearing a light blue shirt, smiling and looking up at a woman. The woman, with dark hair, is leaning over and looking at something the girl is holding. They are in a classroom setting with colorful drawings on the wall. A large purple triangle is overlaid on the right side of the image.

Bachelor of Early Childhood Education Professional Practice Handbook

Student Name:

Student ID:

Subject Code:

Early Childhood Service Organisation:



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STAFF ROLES & CONTACT DETAILS

Professional Placement Coordinator

The Professional Placement Coordinator is the central point of contact. This Professional Placement Coordinator administers placements in all programs, arranges placements for pre-service teachers, liaises with service coordinators and supervising educators and oversees reports and record keeping. The Professional Placement Coordinator will direct specific questions about pre-service teacher behaviour or progress to the relevant Subject Coordinator.

For questions about the administration of placements, please contact the Professional Placement Coordinator or the Course Coordinator.

Contact details:

Professional Placement Coordinator	bece.placements@scei-he.edu.au
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The Professional Teaching Practice Convenor

The Professional Teaching Practice Subject Convenor is responsible for the management and quality assurance of the learning in the associated professional teaching practice subject, including the provision of a well-sequenced professional experience program. All Subject Convenors have extensive teaching and management experience. Subject Convenors know their programs and understand the specific requirements and expectations for each placement.

For questions about the academic expectations of placement, including pre-service teacher progress, please contact the Subject Convenor or Course Coordinator.

Contact details:

Unit Lecturer	
Course Coordinator	

Bachelor of Early Childhood Education

SCEI-HE Bachelor of Early Childhood will grow pre-service teacher's (students) abilities to be a self-sufficient, versatile and creative early childhood educator. Students will develop and advance their skills in supporting the learning needs of diverse learners across the curriculum from birth to three years of age. Students will build effective relationships with children, families and communities to develop evidence based educational interventions.

Students undertake four compulsory Professional Practice Placement in early childhood education and care services. Professional Practice is undertaken on a full-time basis and students are required to give a full-time commitment to the scheduled Professional Practice periods. To undertake Professional Practice, all students must have provided SCEI-HE with evidence of a valid National Police History Check and a current Working with Children Check.

Throughout the course there will be the opportunity for critical engagement with teaching methodologies and theoretical approaches to curriculum development in different learning areas, including the integration of digital technologies with children's learning experiences. Along with preparation for managing the early childhood educational environment and a thorough schedule of professional placement opportunities to apply theory to practice. The course offers a critical engagement with historical and contemporary understanding of teaching and the evolution of early childhood learning models across varied disciplinary areas.

Course Learning Outcomes

Graduates of the Bachelor of Early Childhood Education are able to:

1. Interpret and integrate professional standards for teachers demonstrating 21st century skills.
2. Critically evaluate educational theory and research in the design and implementation of learning experience.
3. Appraise different worldviews and socio-political circumstances to design learning and interventions that promote engagement and inclusion.
4. Generate safe and inclusive teaching practices to meet the needs of diverse learners.
5. Collaborate ethically with children, parents and colleagues as capable contributors.
6. Demonstrate advanced curriculum and pedagogical knowledge to develop learning that empowers and develops 21st century skills in learners.
7. Critically reflect on own professional practice.
8. Formulate a personal teaching and professional practice philosophy that advocates for children's rights and the public good.

SCEI-HE Graduate Attributes

The SCEI (Higher Education) experience will enable graduates to become:

- Flexible and independent learners with a commitment to lifelong learning
- Academically knowledgeable at a level appropriate to the program
- Able to use their knowledge and skills to solve problems and think critically
- Competent in academic research methodologies
- Effective communicators in spoken and written English
- Able to work effectively as part of a team
- Technologically competent

Course structure

The Bachelor of Early Childhood Education is a four-year program offered on campus and consists of 32 subjects which includes eighty-five (85) days of Professional Practice Placement in Early Childhood Education and Care centres.

- Child Development 1 (Introduction to theory: Birth to five years) (ECE101)
- Language and Literacy (ECE102)
- Maths and Numeracy (ECE103)
- Child Health, Wellbeing and Nutrition (ECE104)
- Early Childhood Curriculum -Theory and Pedagogy (ECE105)
- Play Based Learning (ECE106)
- Teacher, Parent and Community (ECE107)
- Professional Practice 1 Observation and Documentation (ECE108) – 2 weeks placement
- Child Development 2 (Theory: Birth to Three years) (ECE201)
- Language and Literacy (ECE202)
- Maths and Numeracy in Early Childhood (ECE203)
- Professional Practice 2 Linking Theory to Practice (ECE204) – 2 weeks placement
- Media, Technology and Prevalent Culture V1 (ECE205)
- Science and Environmental Education in Early Childhood (ECE206)
- Creative and Performance Arts 1 (Music and Performing Arts) (ECE207)
- Professional Practice 3 (Observation and Documentation) (ECE208) – 3 weeks placement
- Child Development 3 (Theory: Three to Five years) (ECE301)
- Diversity and Inclusivity in Early Childhood (ECE302)
- Curriculum - Planning & Early Childhood Learning Spaces (ECE303)
- Professional Practice 4 Linking Theory to Practice (ECE304) – 3 weeks placement
- Comparative Early Childhood Education Systems (ECE305)
- Health and Physical Education (ECE306)
- Creative and Performance Arts 2 (Visual Media) (ECE307)
- Professional Practice 5 Linking Theory to Practice (ECE308) – 3 weeks placement
- Critical Issues of Child Safety and Protection (ECE401)
- Social Perspectives of Childhood through History (ECE402)
- Management and Professional Practice in Early Childhood Education (ECE403)
- The Educator as Researcher (ECE404)

- Society and the Child (ECE405)
- Advanced Assessment and Evaluation Strategies (ECE406)
- Creative and Performance Arts 3 (Movement) (ECE407)
- Professional Practice 6 (ECE408) – 4 weeks placement

Professional Practice Placement

Students (pre-service teachers) undertake compulsory Professional Practice placement (field placement in early childhood educational services).

The aim of the professional practice placements is to prepare students for the world of work and assist in applying newly acquired skills and knowledge in real lifework environments. Placements enable students to make meaningful connections with potential employers that may be able to employ a student upon completion of their degree, or act as a work reference for other employment opportunities.

The placements are also an essential component of the program and a prerequisite for ACECQA and VIT professional teacher registration and an essential factor in gaining employment as an early childhood educator. The six professional practice placements are undertaken at the end of teaching weeks.

Objectives of the professional practice placement component:

- To link and integrate coursework and theory with the demands and immediacy of the practical workplace/learning environment; to draw together the theoretical and more practical aspects of learning and teaching.
- To enable the student to develop personal teaching skills and professional understandings in early childhood education and care contexts.
- To provide the student the opportunity of working alongside experienced teachers in a safe and supportive environment.
- To enable the student to satisfactorily complete the practical component of the course which will include a range of supporting tasks as outlined in the assessments section of this handbook and in subject outlines.

To assess all intended outcomes of the placement subjects it is important for students to be continually assessed and observed, to determine if they are able to manage a variety of tasks, handle contingency plans, display appropriate attitudes and effectively put theory into practice.

Criteria guiding the selection of placements

For students to meet the objectives of professional placement subjects, they must have the opportunity to work with children of specific age groupings; in the case of this course the age groupings focus on **children aged birth -2 years, children aged 2-3 years and children aged 3 – 5 years.**

When considering placements for students, SCEI-HE works with host organisations that provide students with:

- A variety in the education and care programs available, for example: Early Childhood Education and Care Services, Kindergartens / Preschools, different & specific age groups of children

- Different kinds of organisations, for example: small and large education and care settings government and non-government settings, non-for-profit settings.

Students complete a pre-placement form providing personal details, previous relevant work experience, special needs which might impact upon where the student is placed and identifying learning goals for the placement. For each successive professional practice placement, any previous placement experience will be taken into account.

Conflict of interest and pay question:

Students cannot get paid while on placement. Where the conflict of interest is addressed, students can work in an appropriate centre as long as COI managed and they don't count paid work toward the hours of their unpaid work placement requirement.

Student educators are not placed in education centres where they may have personal ties or experiences as a member of staff; casual employee; a parent/client or have a significant prior or current relationship with a child or staff member at the agency.

Students are sometimes expected to travel to placements that may be some distance from their residence and from SCEI-HE campus. Where possible, students will be placed in centres that are no more than 2 hours travel each way from their residence. Travel expenses to and from placement and accommodation expenses (if applicable) are the responsibility of the student.

Sourcing own placement:

It is the responsibility of students to find their own placements that are compliant with ACECQA and not listed in Unacceptable Venues. The students are suggested to organise their placement as soon as the course commences, because it can take several months to arrange. However, the institute will provide full support for students to develop strategies and skills on sourcing and applying placement positions in a centre.

Once a placement is confirmed by the placement team, a student is unable to change the allocated centre.

Pre-placement Requirements

There are a number of pre-placement requirements that must be met by a student prior to commencing professional practice placement.

If students have not met these requirements, they will be withheld from attending placement until these requirements are met, which may prolong the duration of the course.



National Police Check

Students are required to undertake a National Police Check by mid semester one. National Police Checks are mandatory and need to be renewed annually. Further information

http://www.police.vic.gov.au/content.asp?Document_ID=274



Working with
Children Check

Working with Children Check

All students are required to obtain a current Working with Children Check prior to placement.

Students may apply at <http://www.workingwithchildren.vic.gov.au/>

First Aid Certificate



First Aid Certificate (with HLTAID012 Provide first aid in an education and care setting - first aid is valid for 3 years and will include CPR, but CPR is only valid for 12 months).

Roles and Responsibilities

Role and responsibilities of the student

Students must act professionally and meet the following guidelines:

Dress Code

To maintain professionalism in the work placement, students maintain good personal hygiene, practice good grooming and always be presentable looking during professional practice. The SCEI uniform standard is:

- navy/black polo shirt (clean and ironed)
- Tailored navy or black pants, knee length shorts
- Black or navy fully enclosed protective shoes (open footwear, high heels, ballet flats are not permitted)
- Black or navy socks, navy or flesh coloured stockings
- Sun hat, no cap.
- Hair must be tied back off the face
- Males must ensure that facial hair is clean and trimmed neatly.
- Nails clean and free of nail polish
- No jewellery except wedding band and one set of sleeper or stud earrings

If you do not meet the standards of dress code, you may not be allowed to attend work placement.

Personal Hygiene

Students are strongly advised that it is required that you bathe daily and the use of deodorant is a requirement. No strong aftershave or perfume, which may affect clients, is to be worn and you are required to maintain good personal hygiene.

Nails - Nails are to be kept clean and short. Artificial nails and nail polish are not permitted, as they have been associated with infection control risks.

Jewellery - A single plain ring, only, may be worn. A single pair of plain studs (or sleepers) is permitted while all other ear and facial piercing adornments must be removed.

Tattoos/Body Piercings - Where possible you are asked to cover any tattoos/body piercings.

What to bring to work placement

You need to bring with you the following important documents and personal effects listed below:

- Valid National Policy Check
- Valid Working with Children Check
- Valid Mandatory Reporting
- Valid COVID-19 Infection Control
- HLTAID012 emergency First Aid
- Valid CPR
- Work Placement Agreement (2 copies)
- Professional Practice Handbook (2 copies)
- Student self-introduction poster (2 copies)
- Placement expectations and activities (2 copies)
- An appropriate sunhat - must be worn whenever you are outside with the children.
- Change of clothes / spare clothes, might be handy if working with babies.
- Lunch/morning/afternoon tea.
- Reflective journal notebook
- Pen/pencil to record tasks done. A good idea to do this in your break or straight after your shift.

Prior to Placement, students are expected to:

- Ensure they have completed and signed the agreement and upload full copy of agreement along with the pre-placement documents before the due date.
- Advise the Professional Practice Coordinator of any changes to their contact information, residential address, and enrolment information.
- Advise the Professional Practice Coordinator of any potential conflict of interest. Students are expected to not undertake professional experience at a setting they work or have worked in. Or, that employs close family members / people with whom they have a close relationship, or where their children or siblings attend.
- Organise their work hours, travel, parking, and meal arrangements prior to placement.
- Contact the Centre Manager/ Director to confirm work hours. It is reasonable to expect to be at the service for **7.5 hours per day (including Lunch Break)**.
- Where possible, arrange a time prior to their placement to visit the service to meet the Supervising Educator, and see the room they will be placed in.

During the placement students are required to:

- Be aware that the use of the student's own vehicle for transporting clients or for other work purpose.
- s is not permitted or covered under the placement agreement or SCEI-HE's insurance policy.
- Read and follow service policies and procedures.
- Demonstrate professional behaviours as outlined in relevant state and national frameworks, the AITSL Professional Standards for Graduate Teachers and the ECA Code of Ethics.
- Dress appropriately, be well groomed and clean / hygienic.
- Be punctual and do not leave early.
- Actively participate in the professional placement learning process (be coachable).
- Take direction from the Supervising Educator.
- Complete all the activities outlined in the Subject Study Guide Assessment detail.
- Be aware of and adhere to confidentiality. Breaches of confidentiality are regarded as serious violations of professional ethics and will be taken seriously.
- Complete the placement evaluation with the Supervising Educator and the SCEI-HE Professional Placement Coordinator.
- Notify SCEI-HE of any accidents/incidents or issues associated with their professional practice placement.
- Inform the SCEI-HE Professional Placement Coordinator and the Service Coordinator of any intended absences from the placement. Any days missed must be rescheduled.
- Discuss their performance with the supervising educator and actively seek feedback. Document the feedback and to identify strategies and actions for improvement.
- Meet with the Supervising Educator at least once a week.

Work placement tasks and skills to perform in the birth to 2 years old room

- undertake a risk analysis of toys and equipment
- develop knowledge and follow organisational policies and procedures for daily tasks
- promote physical activity and encourage participation via positive behaviour.
- create a play space that offers children to take risk and challenge and allows them to direct their own play.
- discussion with your workplace supervisor on the children's current interests and use this when planning your activities.
- Focus on the development of fine/gross motor skills using individual children's interests to support and extend learning.
- ensure the physical environment is safe.
- Observe and learn the nappy changing procedure.
- Prepare bottle, feed children, and follow safe sleeping practices.
- Observe, document, plan and implement play-based and intentional teaching-based experiences for children.
- Demonstrate ability to provide predictable and meaningful care routines for babies and toddlers.
- Identify and respond to the needs of babies and toddlers appropriately and promptly.
- Demonstrate ability to provide and maintain positive and nurturing relationships with babies and toddlers.
- ability to use oral communication to interact respectfully and positively with families and children.
- Lead the room for some daily activities.

Work placement tasks and skills to perform in the 2 to 3 years old room

- undertake a risk analysis of toys and equipment
- develop knowledge and follow organisational policies and procedures for daily tasks
- promote physical activity and encourage participation via positive behaviour.
- create a play space that offers children to take risk and challenge and allows them to direct their own play.
- discussion with your workplace supervisor on the children's current interests and use this when planning your activities.
- Focus on the development of fine/gross motor skills using individual children's interests to support and extend learning.
- ensure the physical environment is safe.
- Observe and learn the nappy changing procedure.
- Prepare bottle, feed children, and follow safe sleeping practices.
- Observe, document, plan and implement play-based and intentional teaching-based experiences for children.
- Demonstrate ability to provide predictable and meaningful care routines for toddlers.
- Identify and respond to the needs of toddlers appropriately and promptly.
- Demonstrate ability to provide and maintain positive and nurturing relationships with toddlers.
- ability to use oral communication to interact respectfully and positively with families and children.
- Lead the room for some daily activities.

Work placement tasks and skills to perform in the 3 to 5 years old room

- develop knowledge and follow organisational policies and procedures for daily tasks
- promote physical activity and encourage participation via positive behaviour.
- create a play space that offers children to take risk and challenge and allows them to direct their own play.
- discussion with your workplace supervisor on the children's current interests and use this when planning your activities.
- Observe, document, plan and implement play-based and intentional teaching-based experiences for children.
- Show evidence in how to support transitions in the pre-kinder room.
- engage with children in discussions and plan for adaptation of the physical environment to cater for their physical health and wellbeing.
- Attending to children's distress to promote self-esteem and develop self-regulation (emotions and feelings)
- Children's interaction and extending on their developing skills and learning e.g. scaffolding their learning
- Demonstrate ability to provide predictable and meaningful care routines for children.
- Identify and respond to the needs of children appropriately and promptly.
- Demonstrate ability to provide and maintain positive and nurturing relationships with children.
- ability to use oral communication to interact respectfully and positively with families and children.
- Lead the room for some daily activities.

At the end of placement, students will:

- Thank the Supervising Educator and Service Coordinator for their support.
- Make arrangements to complete any missed days due to public holidays, illness, or any other reason.
- Review observations and placement experiences prior to submitting their e-Portfolio for assessment.
- Obtain a copy of their End of Professional Placement Report from their Supervising Educator. Sign the report and upload a full copy of Professional Practices Handbook to Moodle.
- Return any educational resources borrowed from the early childhood service.

Role and responsibilities of the early childhood service Coordinator / Leader

The Service Coordinator or Leader is responsible for accepting and facilitating professional placements.

Prior to placement, the Service Coordinator will:

- Allocate an appropriate supervising educator to the pre-service teacher.
- Discuss placement detail and required reports with the supervising educator.
- Communicate practical policies such as work hours, phone use and parking to the pre-service teacher.
- Inform the pre-service teacher of any staff or parent meetings they are expected to attend.

During Placement

- Welcome and induct the pre-service teacher into the service. This may include the service mission, statutory obligations, timetables, daily operations, management structure and meeting schedules.
- Make available resources, policies and routines to the pre-service teacher.
- Collect the Confidential Emergency Contact form (Appendix 1) from the pre-service teacher.
- Ensure that the pre-service teacher is informed of Work Safety Regulations, especially emergency procedures.
- Facilitate any conflict resolution between the supervising educator and pre-service teacher.
- Ensure that supervising educators are aware that pre-service teachers are not left in sole charge of a room and are not utilised as a rostered staff member.
- Ensure responsibility for a class or group of children being taught by a pre-service teacher rests with the supervising educator. (Pre-service teachers must not present themselves as fully qualified teachers).
- Notify the SCEI-HE Placement Coordinator of any concerns about a pre-service teacher's progress.

Role and responsibilities of Supervising Educator

The Supervising Educator has responsibility for the supervision, mentoring and assessment of the pre-service teacher during the professional placement.

Prior to placement, the Supervising Educator will:

- Identify tasks for their pre-service teacher that will provide a range of relevant experiences.
- Gather resources of benefit to the pre-service teacher.

At the beginning of placement, the Supervising Educator will:

- Introduce the pre-service teacher to room educators and other service staff.
- Discuss the planning, development and evaluation of learning experiences with the pre-service teacher.
- Direct, support and encourage students in undertaking placement activities.
- Ensure the student is not utilised as a rostered staff member (included in staff ratios).
- Notify the SCEI-HE Professional Placement Coordinator in a timely manner if the student is not complying with the service policies or regulations, not completing assessment tasks and/or not making satisfactory progress.
- Sign attendance record of the student
- Meet with the SCEI-HE Professional Placement Coordinator to discuss the student's progress.
- Maintain a written record of their supervision and review the students' progress at least once per week and at the end of the placement.

The role of SCEI-HE Placement Advisor

The SCEI (Higher Education) Placement Advisor is expected to:

- Oversee the triadic assessment of students with the Supervising Educator.
- Liaise with the early childhood Supervising Educator and student during placement and assist in resolving any issues which may develop during placement.
- Support and guide both the student and the Professional Placement Coordinator.
- Ensure the early childhood service provider has all relevant documentation for the placement.
- Provide educational oversight including formative assessments with the Supervising Educator.
- Maintain a record of contact and visits with Supervising Educators and students.
- Following mid placement review, advise the Course Coordinator of students' progress. Identify students at risk and details of any additional support required.
- Ensure students have visits during their placement.

The role of the SCEI-HE Professional Placement Coordinator

The Professional Placement Coordinator communicates with pre-service teachers, Supervising Educators, Service Coordinators and the SCEI-HE Placement Advisor to facilitate Professional Placements.

Key responsibilities include:

- Serve as the central point of contact for early childhood education and care services.
- Liaise with the Service Coordinator/Leader as necessary regarding pre-service teacher issues.
- Discuss student progress with the SCEI-HE Placement Advisor if required.
- Arrange a placement visit by the SCEI-HE Placement Advisor if required.
- Ensure all pre-service teachers have a satisfactory Working with Children Check and National Police Check.
- Notify pre-service teachers of their placement details as per program requirements.
- Process any payments for placement services as required.

Early Years Frameworks

Students' planning and interaction with children is based on principles and practices of guiding framework.

The Early Years Learning Framework (EYLF) for early childhood educators aims to extend and enrich children's learning from birth to five years and through the transition to school. For information on the Early Years Learning Framework for Australia, please go to the ACECQA website.

https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Some states have their own frameworks such as the Victorian Early Years Learning and Development Framework Practice Principles (VEYLDF) See Appendix 2 and/or the link below for additional information. (Appendix. 3).

<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/veylframework.pdf>

Graduate Teacher Standards (AITSL Australian Professional Standards for Teachers)

The Professional Standards for Graduate Teachers make explicit the professional expectations of those graduating from initial teacher education programs. They describe the professional knowledge, professional practice and professional engagement of teachers at the first of the four career stages defined in the Australian Professional Standards for Teachers.

Formative assessment of the Graduate Teacher Standards

The SCEI-HE Placement Advisor, with the services Supervising Educator will look for student teacher engagement with each standard as they progress through the four scheduled placements.

Summative assessment of the Graduate Teacher Standards

At the conclusion of the course, during the final professional placement, the student will be assessed on their 'attainment' of each Graduate Teacher Standard; In this ready-for-teaching placement, students are expected to obtain an 'achieved' assessment against each Graduate Teacher Standard.

Assessment against the Graduate Teacher Standards

Placement assessments include all the standards and dimensions for each placement. Please see Assessment Criteria in Appendix 2. Placements are scaffolded and progressive.

Attainment will be rated as follows:

RATING	LEVEL	DESCRIPTORS
EXCEEDS EXPECTATIONS	3	Performance beyond level expected of newly qualifying practitioner. High levels of independence. Engages strongly in critical reflexivity. Exhibits ethical fluency. Generates new understandings or practices.
MEETS EXPECTATIONS	2	Performance at level expected of a pre-service educator at this stage. Requirements integrated into practice. Can perform independently. Demonstrates adaptability and critical appreciation of own/others' practice.
DOES NOT MEET EXPECTATIONS	1	Performance not at basic level expected. Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills undeveloped. Little application to learning.

Mid-placement Report and review

The supervising educator should continually monitor and review student performance throughout the placement and provide feedback to the student as required. Issues of concern should be raised with students and the SCEI-HE placement coordinator as soon as possible.

Mid-way through a placement, the student and supervising educator should meet to:

1. Formally review the student's performance and progress towards completing the tasks and meeting the learning outcomes specified in the learning plan.
2. Complete the mid-placement report, including comments and ratings.

The mid-placement report and the review process should identify student progress and/or areas in need of improvement for the second half of placement.

Where a student is at risk of failing the placement, the SCEI-HE placement coordinator should be notified immediately, and a very clear plan should be developed with the student to attempt to resolve the issues and achieve successful completion of the placement.

Final Placement Report and review

Towards the end of a placement, the student and supervising educator should meet to:

1. Formally review the student's performance and progress towards completing the tasks and meeting the learning outcomes.
2. Complete the final placement report, including comments and ratings.

General Information

About professional practice:

Professional experience, required by ACECQA and VIT, is a key component of the initial teacher education programs in Southern Cross Higher Education Institute. Professional experience is also referred as 'placement', 'professional practice', or 'practicum'. It refers to the 85 days Bachelor of Early Childhood Education enrolled pre-service teachers spend in Early Childhood Education and Care (ECEC) settings learning about teaching. It is where pre-service teachers get the opportunity to put into practice the ideas and theories they learn in BECE course. This is also an opportunity for students to develop their skills and confidence as professionals.

Students who are enrolled at SCEI-HE Melbourne campus must complete their professional practice in Victoria. Placements will need to be completed in a block (i.e., a full 85 days) in each semester unless other arrangements have been approved by the Work Placement Coordinator. Professional Placement dates and time are non-negotiable. Students must attend at the advertised times. Students may be required to take time off work and arrange childcare and/or accommodation to meet professional placement requirements.

Sourcing your own placement:

It is the responsibility of students to find their own placements that are compliant with ACECQA and not listed in Unacceptable Venues. The students are suggested to organise their placement as soon as the course commences, because it can take several months to arrange. However, the institute will provide full support for students to develop strategies and skills on sourcing and applying placement positions in a centre.

The professional experience in initial teacher education program BECE is required to be undertaken in at least two early childcare settings to gain full experience of different childcare centres.

Once a placement is confirmed by the placement team, a student is unable to change the allocated centre.

Timeline of placements:

The total placement days are 85 days. The required placement hours for a day are 7.5 hours including 30 minutes lunch break. The placement shifts are quite similar to that of full-time employment with workdays between Monday and Friday. You can discuss your shifts with your supervisor or centre manager, for instance, you can start at 7 am and finish at 2.30 pm, or you may start from 9 am and finish it off at 4.30 pm. Please keep in mind that you are also required to take extra time for planning, assessing, reporting and professional development before or after the day. Absences during a placement must be made up before the end of semester.

If you make a unilateral decision to terminate your placement without having completed the mandated total teaching days, or without consulting the Work Placement Team, you will fail the Professional Experience Course you are enrolled in.

Conflict of interest and pay question:

Students cannot get paid while on placement. Where the conflict of interest is addressed, students can work in an appropriate centre as long as COI managed and they don't count paid work toward the hours of their unpaid work placement requirement.

Before placement:

- valid (Volunteer) Working with Children Check (WWCC)
- a valid national police check
- fully COVID vaccinated (provide digital/scanned/printed certificate to the centre)

Placement Hours

Students are required to complete the required of professional practice. The duration of each day is equivalent to the full-time hours of an early childhood educator; being the usual hours for the education and care service, for example **9 am to 4.30 pm (7.5 hours) with a minimum half hour (30 minute) lunch break during the day.** Students may not count lunch or other breaks towards professional practice hours.

Recording of attendance

Students are required to keep an accurate record of their professional practice hours and to ensure that they have evidence of completion of the full 10/15 days.

Students should use the Record of Attendance form to record their professional practice hours and ensure the education services supervisor signs off on your attendance at the end of each day.

Absences during placement

Students may take up to three single (i.e., non-consecutive) days of sick leave without a medical certificate during their 85 days of professional practice placement. All hours taken for sick leave must be made up.

For sick leave of more than two consecutive days or more than a total of three days during the overall placement, students must submit a medical certificate to the education services supervisor and also to the Placement Coordinator of SCEI-HE.

Students must:

- advise their placement services supervisor and the Placement Coordinator of any days they are unable to attend placement due to illness.
- make up the days absent by adding the same number of days to the end of the professional practice. (Cover absent days with extra hours is not acceptable)

During placement:

Pre-service teachers are expected to be punctual and to observe the same hours of attendance as the supervisor or mentor teacher at the centre in which they are placed. When illness or emergencies prevent attendance at the centre, pre-service teachers must inform the centre manager or work placement coordinator before the day commences.

When attending placement, you **MUST** always have your WWCC card on you.

You are also not allowed to be paid during the entire placement period.

Working within the service policy

All students are expected to adhere to the working conditions of the education and care service in which they are placed and to work the normal hours of the service.

Insurances

SCEI-HE has insurance coverage for all students whilst on professional practice placement. It covers travel to and from placement for the duration of the placement.

After placement:

At the end of placement, pre-service teachers must receive a completed Assessment Report which focusses on identified competencies for each placement. The overall assessment needs to be satisfactory to complete the placement.

Per-service teacher liability:

Pre-service teachers should not be left alone in charge of children and should not take over the roles of supervising teachers who are absent. This includes non-teaching activities such as excursions. The legal responsibility for a class or group of children being taught by a pre-service teacher rests with the supervising teacher. Similarly, pre-service teachers should not represent themselves as fully qualified teachers under any circumstances during the placement.

Emergency Information Form

Pre-service teachers should complete the Professional Practice Emergency Contact Information Form (Appendix. 1). This form provides vital information to emergency response staff at the placement in the event of an emergency during placement. Students should complete the form, place and seal in an envelope and write Confidential and your name on the outside of the envelope. Hand it to the site coordinator on your first day of placement at each service. At the end of each placement, students should collect the envelope from the service. The envelope is only to be opened in an emergency relating to the student.

In addition to completing the Professional Practice Emergency Contact Information Form, students are advised to disclose to their placement setting any medical condition that may impact on their own safety or the safety of others.

Teaching and Learning Schedule

Students will liaise with both the SCEI-HE placement coordinator and the services supervising educator to sketch out an activity schedule for the duration of the professional practice placement. This will consist of a) formal assessments already assigned to the student teacher, to be implemented during placement, and b) duties and learning activities scheduled by the supervising educator and SCEI-HE placement coordinator in order that they may have opportunity to be assessed against relevant state and national frameworks, EYLF Principles and Practices and the Graduate Teacher Standards.

The Teaching and learning schedule should be referred to and amended as necessary throughout the placement. It forms the basis for assessing a student teacher's progress and performance on placement and should assist to identify any additional learning needs.

Appeals and Complaint Process

When a student receives an unsatisfactory outcome for their professional practice placement and/or is concerned about other aspects of their placement, they have the right to appeal in accordance with the Student Complaints and Grievance Policy and Procedure

Termination of Placement

Termination of placement is considered:

- if the education services supervisor and the SCEI-HE placement coordinator believe that the student has consistently performed at a 'not capable' level and when there appears to be no other resolution to the problem
- if the student becomes too ill or has a personal matter which means the placement is unable to continue.

When a placement is terminated, SCEI-HE will discuss with the student their future placement options.

Fieldwork guidelines state that no placement can be shorter than ten (10) days; 70 hours.

In the event the student fails placement, the student is required to enrol again in the subject to undertake another placement, which will impact on course progress and lengthen course duration.

Work Placement FAQ's Fact Sheet

Where will I do my placement?

- Students take responsibility to source a placement centre that are compliant with ACECQA and not listed in Unacceptable Venues
- The placements need to be completed in different childcare settings.
- Students who are enrolling at Southern Cross Higher Education-Melbourne campus must complete Professional Experience in Victoria.

Can I do my placement in a primary school?

You can't do your placement in a primary school setting, as you are required to undertake the placement with children from birth to 5 years.

Can I do my placement in my workplace?

Students cannot get paid while on placement. Where the conflict of interest is addressed, students can work in an appropriate centre as long as COI managed and they don't count paid work toward the hours of their unpaid work placement requirement.

Can I find placement by myself?

You will need to find your own placement centre.

Do I need to do professional practice with children from birth to 2 years for 15 days? I want to spend more time with 3-5 years.

You need to follow the placement structures and timelines, and work with children from different age groups for required days to complete the BECE program.

What hours will my placement be?

- Minimum 7 hours per day excluding lunch break (minimum 30-minute lunch break)
- Your placement centre will inform you of your work hours/shift. We encourage you to experience an opening & closing shift.

What do I need to do before I start my placement?

- A valid Working with Children Check
- A valid National Police Check

Consider Risks?

- If you are pregnant or have a medical condition that may affect your ability to fulfil all duties on placement. Discuss with your doctor and provide the placement team with a medical clearance. For further arrangement, please contact Work Placement Coordinator.
- You may wish to inform the centre of any safety risks (e.g., recovering from a broken arm).

Do I have to have immunisations?

- Fully COVID vaccination is mandatory
- Some centres require proof of immunisations (Measles, Mumps, Rubella, Flu Vaccination and Whooping Cough)

Who can supervise me?

The mentor teacher must be minimum two year trained early childhood teacher.

What are the unacceptable Venues for BECE Placements?

- The SCEI-HE student's current/pervious workplace
- Family day care
- Vacation Care
- Before school care
- After school care
- Babysitting
- Parental duties
- Working as an au pair

Work Placement - Orientation Checklist

The following orientation checklist is provided as a guide to assist the student in becoming familiar with the policies, procedures, equipment and layout of the placement venue. Put a tick mark (✓) in the appropriate box to indicate when you have been oriented to each category. Use the notes space to record, as required, specific useful information relevant to each category.

Category		
Personnel I have been introduced to: <ul style="list-style-type: none"> <input type="checkbox"/> Centre Director <input type="checkbox"/> Staff at the Centre / Host Employer <input type="checkbox"/> Nominated supervisor <input type="checkbox"/> Work Placement Assessor 	Operational items/procedures I have located/been advised of: <ul style="list-style-type: none"> <input type="checkbox"/> Important telephone numbers <input type="checkbox"/> Procedures around codes and keys <input type="checkbox"/> Shift times <input type="checkbox"/> Centre routines 	Facilities I have undertaken a tour and can locate: <ul style="list-style-type: none"> <input type="checkbox"/> General layout of the centre <input type="checkbox"/> Staff tea room <input type="checkbox"/> Staff lockers <input type="checkbox"/> Staff toilets <input type="checkbox"/> Kitchen
Organisational policies and procedures I have located and/or read: <ul style="list-style-type: none"> <input type="checkbox"/> Policy and Procedure Manual <input type="checkbox"/> Occupational Health & Safety Policy <input type="checkbox"/> Infection Control Policies <input type="checkbox"/> Manual Handling Policies <input type="checkbox"/> Privacy and Confidentiality Policy <input type="checkbox"/> Incident reporting procedure <input type="checkbox"/> Privacy and confidentiality policy 	Emergency procedures I have been advised of: <ul style="list-style-type: none"> <input type="checkbox"/> Emergency evacuation procedures <input type="checkbox"/> Emergency telephone numbers/codes <input type="checkbox"/> Responsibilities in the event of an emergency <input type="checkbox"/> Procedure for personal threat/duress alarms I have located: <ul style="list-style-type: none"> <input type="checkbox"/> Fire exits <input type="checkbox"/> Fire extinguishers / fire blankets <input type="checkbox"/> Fire hose <input type="checkbox"/> Break glass alarm/s <input type="checkbox"/> Assembly points (evacuation) 	Supervision I have consulted with the Workplace supervisor to establish procedures for: <ul style="list-style-type: none"> <input type="checkbox"/> Allocating my tasks/responsibilities <input type="checkbox"/> Supervising my performance <input type="checkbox"/> Monitoring/evaluating my performance <input type="checkbox"/> Debriefing sessions <input type="checkbox"/> Verifying timesheets on daily basis <input type="checkbox"/> Conducting performance review meetings <input type="checkbox"/> Completing accompanying documentation <input type="checkbox"/> Achieving my work placement goals



Attendance Log

Student Name:	
Student ID:	
Early Childhood Service(s):	
Mentor Teacher Name:	

Students are required to complete __ hours per week over __ weeks to make up a total of __ full days on field placement with the Early Childhood Education Service.

- Fill out the attendance log below that spent on professional practice placement each day
- Mark sickness with an "S" and attached with Medical Certificate

Day	Date	Time in	Time out	Age group	Attendance & Learning Experience Observed/Taught	Mentor Teacher Signature

It is the student's responsibility to ensure that this attendance record is signed and kept up to date and to report sickness/absences to Mentor Teacher/Centre Manager and SCEI-HE placement coordinator.



Student Self-Appraisal

Upon completion of the placement, reflect and provide comments regarding achieving goals, completing tasks and receiving final assessment outcome from education services supervisor and SCEI-HE placement coordinator.

Did you achieve your goals and complete the tasks that you identified before commencing placement? Yes /No

Explain how?

What are your strengths for this area of work?

Are there any areas that you feel you may require extra work on?



CHILD OBSERVATION CONSENT FORM

Dear Parent,

This letter is to introduce....., who is currently a student in the **Bachelor of Early Childhood Education Course** at Southern Cross Education Institute (Higher Education (SCEI-HE)). In the subject , the student is required to observe/gather data on a child in order to gain an understanding of the child’s interests, learning and development as part of their teacher training. The student has a compulsory task that requires them to document the data information related to the observations and to plan curriculum for children.

The information gathered will be kept confidential and identifying material such as the service name and child’s name will **not** be included when the assignment is submitted. Permission from parents or guardians is needed to enable the student to conduct observations of the child’s learning experiences.

I thank you in advance for your cooperation and if you have any questions our contact details are included.

Yours faithfully,

Name and contact of SCEI-HE Professional Placement Coordinator

Coordinator Name:

Contact Information:

Parent permission

I give my permission for..... (Student’s name) to carry out observations on my child..... (Child’s name) for the purpose of preparing an assignment task for their Bachelor in Education (Early Childhood) program. I understand all records will be kept confidential and used for this placement only.

Parent name

Date: Signature:



APPENDICIES

APPENDIX. 1

HEFOR22 PROFESSIONAL PRACTICE EMERGENCY CONTACT INFORMATION

As a duty of care to both the early childhood education and care setting and the Pre-Service Teacher (student), it is important that emergency contact details and health information are provided at the commencement of each placement.

To ensure that your details are kept confidential, students should each complete this form and seal it in an envelope labelled in the following way:

- *Confidential*
- *Pre-Service Teachers name*
- *SCEI-HE*
- *To be opened in case of an emergency*

In case of an emergency, the early childhood education and care setting will contact the first contact person listed below. If that person is not available, the second contact person will be contacted.

Please ensure that your supervising educator or the coordinator of the early childhood setting receives this form in a sealed envelope upon your arrival. Please label the envelope as detailed above. The envelope should only be opened in an emergency.

Pre-Service Teacher's Name: _____

EMERGENCY CONTACT DETAILS – FIRST PREFERENCE			
FULL NAME			
RELATIONSHIP TO STUDENT <i>(if any)</i>			
CONTACT NUMBER 1		CONTACT NUMBER 2	
EMAIL ADDRESS			
EMERGENCY CONTACT DETAILS – SECOND PREFERENCE			
FULL NAME			
RELATIONSHIP TO STUDENT <i>(if any)</i>			
CONTACT NUMBER 1		CONTACT NUMBER 2	
EMAIL ADDRESS			

In case of an emergency, I (*pre-service teacher name*) _____ give the early childhood education and care setting where I am attending my Professional Practice Placement permission to seek medical assistance or call an ambulance when necessary.

PRE-SERVICE TEACHER MEDICAL DETAILS
Pre-Service Teacher's Medicare number:
Allergies:
Important Medical Information: E.g. Asthma, Diabetes, etc. (Provide any relevant action plans).
Are you presently on any medication? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please provide dosage:
Blood Group (if known):
Pre-Service Teacher's Signature:

N.B. The above information is confidential. Pre-service teachers should collect their envelope from the service at the conclusion of the professional practice placement.

APPENDIX. 2

Assessment Criteria

Graduate Teacher Standard		3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 DOES NOT MEET EXPECTATIONS
1	Know students and how they learn			
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning			
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching			
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.			
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.			
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.			
Circle the appropriate result: PASS FAIL				

Student Name:

Student ID:

Supervising Educator Name:

Supervising Educator Signature:

Date of Signature:

Graduate Teacher Standard		3 EXCEEDS EXPECTATIONS FOR THIS STAGE	2 MEETS EXPECTATIONS	1 DOES NOT MEET EXPECTATIONS
2	Know the content and how to teach it			
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.			
2.2	Organise content into an effective learning and teaching sequence.			
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.			
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.			
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.			
Circle the appropriate result: PASS FAIL				

Student Name:

Student ID:

Supervising Educator Name:

Supervising Educator Signature:

Date of Signature:

Graduate Teacher Standard		3 EXCEEDS EXPECTATIONS FOR THIS STAGE	2 MEETS EXPECTATIONS	1 DOES NOT MEET EXPECTATIONS
3	Plan for and implement effective teaching and learning			
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.			
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.			
3.3	Include a range of teaching strategies.			
3.4	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.			
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.			
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.			
3.7	Describe a broad range of strategies for involving parents/ carers in the educative process.			
Circle the appropriate result: PASS FAIL				

Student Name:

Student ID:

Supervising Educator Name:

Supervising Educator Signature:

Date of Signature:

Graduate Teacher Standard		3 EXCEEDS EXPECTATIONS FOR THIS STAGE	2 MEETS EXPECTATIONS	1 DOES NOT MEET EXPECTATIONS
4	Create and maintain supportive and safe learning environments			
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.			
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.			
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.			
4.4	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.			
4.5	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.			
Circle the appropriate result: PASS FAIL				

Student Name:

Student ID:

Supervising Educator Name:

Supervising Educator Signature:

Date of Signature:

Graduate Teacher Standard		3 EXCEEDS EXPECTATIONS FOR THIS STAGE	2 MEETS EXPECTATIONS	1 DOES NOT MEET EXPECTATIONS
5	Assess, provide feedback and report on student learning			
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.			
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.			
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.			
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.			
5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.			
Circle the appropriate result: PASS FAIL				

Student Name:

Student ID:

Supervising Educator Name:

Supervising Educator Signature:

Date of Signature:

Graduate Teacher Standard		3 EXCEEDS EXPECTATIONS FOR THIS STAGE	2 MEETS EXPECTATIONS	1 DOES NOT MEET EXPECTATIONS
6	Engage in professional learning			
6.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.			
6.2	Understand the relevant and appropriate sources of professional learning for teachers.			
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.			
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.			
Circle the appropriate result: PASS FAIL				

Student Name:

Student ID:

Supervising Educator Name:

Supervising Educator Signature:

Date of Signature:



Graduate Teacher Standard		3 EXCEEDS EXPECTATIONS FOR THIS STAGE	2 MEETS EXPECTATIONS	1 DOES NOT MEET EXPECTATIONS
7	Engage professionally with colleagues, parents / carers and the community			
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.			
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.			
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/ carers.			
7.4	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.			
Circle the appropriate result: PASS FAIL				

Supervising Educator Comments:

Overall Assessment Result: PASS FAIL

Student Name:

Student ID:

Supervising Educator Name:

Supervising Educator Signature:

Date of Signature:

APPENDIX. 3

VICTORIAN EARLY YEARS LEARNING AND DEVELOPMENT FRAMEWORK	
Practice Principles	
<i>Effective practice is strengthened when early childhood professionals:</i>	
Reflective practice	commit to having high expectations for every child’s learning and development
	show sensitivity to the messages they convey about the child’s and family’s unique abilities
	notice and actively avoid the negative effects of low expectations, prejudice and low levels of attention to any child’s learning and development
	value children’s strengths and differences and communicate high expectations to them
	ensure that every child experience success and is motivated to accept new challenges through which to learn and grow
	recognise that every child learns from birth, but some children require different opportunities, spaces and specific supports, in order to learn effectively and thrive
	work with all families, in particular those experiencing vulnerability and disadvantage, to promote the importance of having high expectations for their children
	expect and ensure that children express their views and contribute to decisions that affect them, including children who are not able to communicate with words.
<i>Early childhood professionals:</i>	
Partnerships with families	show respect in their relationships with families, adopting an open, non-judgemental and honest approach that is responsive to a family’s situation
	understand that consensus with families is not always possible or desirable
	create a welcoming and inclusive environment where all families are encouraged to participate in and contribute to experiences that enhance children’s learning and development
	listen to each family’s understanding, priorities and perspectives about their child with genuine interest to inform shared decision-making and promote each child’s learning and development
	actively engage families and children in planning for ongoing learning and development in the service, at home and in the local community
	establish partnerships where information sharing supports families’ confidence, identifies what families do well, and recognises the family’s critical importance in their child’s life
<i>Early childhood professionals:</i>	

High expectations for every child	commit to having high expectations for every child's learning and development
	show sensitivity to the messages they convey about the child's and family's unique abilities
	notice and actively avoid the negative effects of low expectations, prejudice and low levels of attention to any child's learning and development
	value children's strengths and differences and communicate high expectations to them
	ensure that every child experience's success and is motivated to accept new challenges through which to learn and grow
	recognise that every child learns from birth, but some children require different opportunities, spaces and specific supports, in order to learn effectively and thrive
	work with all families, in particular those experiencing vulnerability and disadvantage, to promote the importance of having high expectations for their children
	expect and ensure that children express their views and contribute to decisions that affect them, including children who are not able to communicate with words.
<i>Early childhood professionals:</i>	
Respectful relationships and responsive engagement	demonstrate sensitivity and initiate warm, trusting and reciprocal relationships with children and their families
	support families' choices and decision making
	ensure that children experience safe and stimulating learning environments
	help children to establish secure attachments and develop self-regulation
	develop learning programs that are responsive to each child and build on their culture, strengths, interests and knowledge
	support sustained shared thinking
	listen to, hear and take into account the views and feelings of each child
	recognise when a child learns something significant and apply this knowledge to strengthen learning relationships
	recognise and deepen their understandings about other people and how values and beliefs influence their own world view
	demonstrate respect for and understanding of the views of other professionals and families when communicating and interacting across cultures
<i>Early childhood professionals:</i>	
Equity and diversity	promote cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being

	nurture children’s evolving capacity to learn from birth, regardless of circumstance or ability
	support all children to develop a sense of place, identity and a connection to the land and the natural world
	engage in sustained shared conversations with children to explore equity and diversity, to promote each child’s sense of identity
	ensure that the interests, abilities and culture of every child and their family are understood and valued
	ensure that all children have equitable access to resources and opportunities to demonstrate their learning
	maximise opportunities for all children to do well and learn from others, including opportunities to experience diversity and difference in ways that nurture positive attitudes, and care and respect for others
	identify and implement the type and level of support or intervention that is required to demonstrate and improve children’s learning and development
	recognise multilingualism as an asset and support children to maintain their first language, learn English as an additional language, and learn languages other than English
	are committed to equity and avoid practices that directly or indirectly contribute to gender inequality, prejudice and discrimination
<i>Early childhood professionals assess children in ways that:</i>	
Assessment for learning and development	are authentic and responsive to how all children can best demonstrate their learning and development
	are receptive to and include children’s views of their own learning
	include information from a wide range of sources to help them assess and plan effectively
	reveal each child’s specific strengths and capabilities and any gaps in achievement that may benefit from additional early intervention
	include the perspectives, knowledge, experiences and expectations of families
	provide families with information and ideas to support the child’s learning at home and in other services
	value the culturally specific knowledge about children and their identity, wellbeing, learning and development that is embedded in their communities
	are transparent, giving all adults close to the child access to best ‘next steps’ in promoting a child’s learning and development
<i>Early childhood professionals use integrated teaching and learning approaches to:</i>	
Integrated teaching and learning approaches	encourage all children from birth to explore, solve problems, communicate, think, create and construct ideas and understandings
	create environments that provide children with socially mediated learning opportunities with a range of adults and peers

	<p>promote each child’s capacity for establishing friendships and encourage children to learn from and with each other</p> <p>share strategies with families and other adults to support learning in the home and other settings</p> <p>make decisions about what concepts to introduce to children and when, what is important for them to know and understand, and how to go about building on children’s existing knowledge</p> <p>use intentional teaching strategies that are always purposeful and may be pre-planned or spontaneous, to support achievement of well-considered and identified goals</p> <p>reflect carefully on whether, when and how to intervene in children’s learning, making purposeful and deliberate choices about when to observe rather than participate</p> <p>teach children explicit subject matter (e.g. mathematical, literary, musical, scientific, artistic) and associated skills to deepen and extend their knowledge, understanding and values</p> <p>create physical and social environments that expose children to learning experiences and physical activity, both indoors and outdoors in the natural world.</p>
<i>Early childhood professionals work in partnership to:</i>	
Partnerships with professionals	research, share information and plan together to ensure holistic approaches to children’s learning and development
	respect each other’s’ practice, skills and expertise
	collate and use the evidence of children’s prior and current learning and development to build continuity in learning and development
	continue to learn and deepen their expertise in order to best support children’s learning and development
	acknowledge the significance of transitions in early childhood services and schools, and work in partnership to ensure that families and children have an active role in transition processes
	work to improve the continuity of practice between settings, including the daily transitions for children and their families
	foster engagement in early years learning communities, where individuals mentor, coach and learn from each other
	develop and promote collaborative partnerships in early years networks
	provide accountable leadership for learning and development outcomes and support research-based practice in learning networks