



Graduate Diploma in Early Childhood Education Professional Practice Handbook

Student Name:

Student ID:

Subject Code:

GDECE108 Professional Teaching Practices 2

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 who 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 or the Course Coordinator.

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

Contact Details:

Professional Placement Coordinator:	Email: gdece.placements@scei-he.edu.au
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The Professional Teaching Practice Subject 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 providing a well-sequenced professional experience program. All Subject Convenors have extensive teaching and management experience. Subject Convenors know their programs and understand each placement's specific requirements and expectations.

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

Contact Details:

Subject Convenor	
Course Coordinator:	

Course Learning Outcomes

Graduates of the Graduate Diploma in Early Childhood Education can:

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 your 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

Professional Practice Placement

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

Professional practice placements aim to prepare students for the world of work and assist in applying newly acquired skills and knowledge in real-life work environments. Placements enable students to make meaningful connections with potential employers who 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 a necessary factor in gaining employment as an early childhood educator.

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 morepractical 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 to work 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 subject outlines.

In order 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

In order 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 and children aged 3 – 5 years.

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

- A variety in 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, and non-for-profit settings.

Students complete a pre-placement form providing personal details, previous relevant work experience, special needs that 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.

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

Students are sometimes expected to source their own placement centres that are compliant with ACECQA and not in conflict of interest. Travel expenses to and from placement, accommodation expenses (if applicable) and Rapid COVID test kits are the responsibility of the student.

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



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.

Prior to Placement, Students are expected to:

- Ensure completed and signed the Student Placement Declaration, and Confidentiality Undertaking and uploaded it to Moodle.
- Ensure to obtain a valid Working with Children Check, valid First Aid (with unit code HLTAID012), valid CPR, valid National Police Check, valid Mandatory Child Protection, COVID Infection Control and upload all copies to Moodle.
- Advise the Professional Practice Coordinator of any changes to their residential address and enrolment information.
- Advise the Professional Practice Coordinator of any potential conflict of interest. Students are expected to not undertake professional experience in 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 before placement.
- Confirm with the Early Childhood provider of the placement hours upon visit. It is expected that the student will be on the floor for 7.5 hours per day.
- Where possible, arrange a time with the Early Childhood provider to visit the service and also to meet with the Nominated Supervisor.

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 purposes 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 identify strategies and actions for improvement.
- Meet with the Supervising Educator at least once a week.

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 reasons.
- 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 the completed copy to Moodle.
- Return any educational resources borrowed from the early childhood service.

Role and Responsibilities of the Early Childhood Service Coordinator

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

Prior to Placement, the Service Coordinator will:

- Support the pre-service teacher to find an appropriate supervising.
- Discuss placement details and required reports with the supervising educator.
- Communicate practical policies such as work hours, phone use and parking to the pre-serviceteacher.
- 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 meetingschedules.
- 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 the pre-service teacher is informed of Work Safety Regulations, especiallyemergency 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 rostered staff members.
- 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 fullyqualified teachers).
- Notify the SCEI-HE Placement Coordinator of any concerns about a preservice 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 the 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 student's progress at least once per week and at the end of the placement.

The Role of the SCEI-HE Placement Assessor

The SCEI (Higher Education) Placement Assessor 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 that 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 the mid-placement review, advise the Course Coordinator of students' progress. Identify students at risk and details of any additional support required.

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:

- Assist pre-service teachers in finding an early childcare centre as per program requirements.
- 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 Assessor if required.
- Arrange a placement visit by the SCEI-HE Placement Assessor if required.
- Ensure all pre-service teachers have a valid Working with Children Check and National Police Check.
- Ensure each pre-service teacher has a signed Student Placement Declaration and Confidentiality Undertaking.
- Notify pre-service teachers of their placement details as per program requirements.
- Collect the pre-service teacher end-of-placement reports and feedback from the Supervising Educator.
- Process any payments for placement services as required.

Early Years Frameworks

Students' planning and interaction with children will be based on principles, practices and outcomes of the guiding framework and the name of this framework is the Early Years Learning Framework (EYLF).

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/2023-01/EYLF-2022-V2.0.pdf>

Some states have their own frameworks such as Victoria has 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/veylldframework.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 Assessor, with the services Supervising Educator, will look for student-teacher engagement with each standard as they progress through the two scheduled placements.

Summative Assessment of the Graduate Teacher Standards

After 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 the Final Placement Report in Appendix 2. Placements are scaffolded and progressive.

Attainment will be rated as follows:

Rating	Level	Descriptors
Pass	1	Performance at or above the level expected of a pre-service educator at this stage. Requirements integrated into practice. Can perform independently. Demonstrates high adaptability and critical appreciation of own/others' practice.
Need Improvement	2	Performance below the level expected of a pre-service educator at this stage. Requirements integrated into practice and performed independently with support. Demonstrates adaptability and critical appreciation of own/others' practice.
Fail	3	Performance not at the basic level expected. Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills are undeveloped. Little application to learning.

Professional Placement Review

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.
3. Students must obtain a pass in each Graduate Teacher Standard and an overall pass to pass the placement

General Information

Placement Hours

Students are required to complete a minimum of 60 days of professional practice. The duration of each day is equivalent to the full-time hours (7.5) of an early childhood educator; being the usual hours for the education and care service, for example, 9 am to 5 pm with a minimum half hour (30 minutes) 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 60 days. Students should use the Attendance Log to record their professional practice hours and ensure the education services supervisor signs off on their 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 60 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)

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

Medical Condition and Pregnancy

All students are expected to inform SCEI-HE of their physical or mental medical condition for us to ensure their Work Health and Safety during the placement at host placement centres.

Student must:

- Notify placement coordinators of any medical conditions with supporting documents, i.e. medical certificates, specialist letters, etc.
- Digital medical certificates are not accepted for placement absences or ongoing medical conditions.
- Pregnant students are not permitted to attend placement after 34 weeks gestation and until 6 weeks post-birth.
- The placement coordinator and course coordinator will make decisions on students who apply for Special Consideration of their medical condition.

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.

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 placement in the event of an emergency during placement. Students should complete the form, place and seal it 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 their own safety or the safety of others.

Teaching and Learning Schedule

Students will liaise with the SCEI-HE placement coordinator and the services supervising educator to sketch out an activity schedule for 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 so that they may have the 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 in identifying 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 course progress and lengthen course duration.

Appendix 1

HEFOR22 Professional Practice Emergency Contact Information

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			

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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: <u>E.g.</u> 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

Victorian Early Years Learning and Development Framework

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 experiences 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, 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 experiences 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 the 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
	promote each child's capacity for establishing friendships and encourage children to learn from and with each other
	share strategies with families and other adults to support learning in the home and other settings
	share strategies with families and other adults to support learning in the home and other settings
	use intentional teaching strategies that are always purposeful and may be pre-planned or spontaneous, to support achievement of well-considered and identified goals
	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
	teach children explicit subject matter (e.g. mathematical, literary, musical, scientific, artistic) and associated skills to deepen and extend their knowledge, understanding and values
	create physical and social environments that expose children to learning experiences and physical activity, both indoors and outdoors in the natural world.
<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

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	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