### Progression Table for EDB121: Birth-2 Setting

These students are either in their 1st or 2nd year of a BEd (Early Childhood) and it will be either their 1st or 2nd professional experience. This semester the students have learnt about children’s learning and development in a social context, with a specific focus on speech, language and cognition. Students will progress from planning for and implementing individual and small group experiences in Week One to planning for and implementing whole days in Week 3.

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

<table>
<thead>
<tr>
<th>Days of Professional Experience</th>
<th>Activities</th>
<th>Reports</th>
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| 1-5                             | • **Introduce** yourself and proactively engage in conversations with children, staff, parents and volunteers  
• **Organise** consent forms from parents  
• **Engage** in experiences and routines (indoor and outdoor)  
• **Assist** with preparation and packing away  
• **Observe, record and sketch** using different observation formats over the whole professional experience period (need consent for photos)  
• **Collect** resource ideas  
• **Plan, implement and evaluate** 3 x learning experiences for an individual child (2 for your focus child and 1 for another child).  
• **Plan, implement and evaluate** 3 x small group learning experiences  
• **Plan, implement and evaluate** 3 x transition experiences for individual children or small groups  
• Write up **daily reflections** (200 – 400 words) of your experience. Points of interest may include the children’s play, the learning environment, teaching strategies, policies, interactions with families, and the wider centre community  
• Prepare 1 x **critical reflection** (500 – 700 words) with explicit links to literature and theory  
• **Ongoing development:** Arrange and prepare for regular discussions/feedback sessions with your supervising teacher. Make your professional experience portfolio available to your supervising teacher each day. |                             |
| 6-10                            | • **Ongoing** conversations and interactions with children, staff, parents and volunteers  
• **Ongoing** engagement in experiences and routines (indoor and outdoor)  
• **Continue** to assist with preparation and packing away  
• **Observe, record and sketch** using different observation formats over the whole professional experience period  
• **Collect** resource ideas |                             |
<table>
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<tr>
<th>23rd May On campus day</th>
<th>11-15</th>
<th>Interim Report due Day 7-8</th>
<th>Final report due Day 15</th>
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| • Plan, implement and evaluate 5 x learning experiences for an **individual child** (3 for your focus child and 2 for other children)  
• Plan, implement and evaluate 5 x small group learning experiences  
• Plan, implement and evaluate 5 x transition experiences for individual children or small groups  
• Write up **daily reflections** (200 – 400 words) of your experience. Points of interest may include the children's play, the learning environment, teaching strategies, policies, interactions with families, and the wider centre community  
• Prepare 1 x **critical reflection** (500 – 700 words) with explicit links to literature and theory  
• **Ongoing development**: Arrange and prepare for regular discussions/feedback sessions with your supervising teacher. Make your professional experience portfolio available to your supervising teacher each day. | | |
| • Prepare for your formative assessment task – short interview with an early childhood academic  
• Reflect on your interim report and supervising teacher comments  
• Identify current professional learning needs and goals  
• Share resource ideas  
• Further discussion about an early childhood planning cycle  
• Reflect on university work and theory and make explicit connections to professional placement experiences | | | |
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