Progression Table for EDB121: Kindergarten

These students are in their 1st year of a BEd (Early Childhood) and it will be their 1st 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 sessions in Week 2.

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

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<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 the whole group  
• 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. Discuss your interim | Interim Report due Day 5 |
| 6-10                          | • Ongoing conversations and interactions with children, staff, parents and volunteers  
• 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  
• Collect resource ideas | Final Report due Day 10 |
- **Plan, implement and evaluate** 4 x learning experiences for an individual child (3 for your focus child and 1 for another child).
- **Plan, implement and evaluate** 4 x small group learning experiences
- **Plan, implement and evaluate** 4 x transition experiences for the whole group
- **Plan, implement and evaluate** 2 x whole sessions (morning, middle or afternoon) (working with other staff)
- 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. Discuss your final report.