Progression Table for EDB122 Kindergarten (10 days)

These pre-service teachers are in their 4th and final year of a BEd Early Childhood. This is their 6th professional experience and will be their 2nd placement in a kindergarten setting. In this supervised professional experience, pre-service teacher’s progress from planning for and teaching whole sessions to planning for and teaching 2 whole days. This semester the pre-service teachers have focused on the professional practice of early childhood teachers and using assessment to support the learning of students of varying abilities and characteristics.

*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 classroom experiences and routines (indoor and outdoor).  
• **Assist** with preparation and packing away.  
  **Observations:** suggested areas of focus include; classroom planning, using data to inform student learning (see observations), differentiation, classroom routines, teaching strategies and diversity of student needs, assessment of student learning, feedback to students.  
• **Collect** resource ideas.  
• **Individual teaching:** plan, implement and evaluate 3 x learning experiences for an individual child.  
• **Small group teaching:** plan, implement and evaluate 3 x small group experiences.  
• **Whole class teaching:** plan, implement and evaluate 3 x whole group sessions.  
• **Ongoing development:** organise and prepare for discussions with supervising teacher and share written work and daily written (200-400 words) critical reflections. Prepare 1 x critical reflection (500 – 700 words) with explicit links to literature and theory. | Interim report due Day 5 |
| On-campus University Day 23rd May | • **Reflect** on your interim report and supervising teacher comments |
| 6 – 10 | **Plan** for your professional development for the final week (using supervising teacher feedback, progression table requirements, professional standards or teachers – graduate level, and final report requirements).  
**Identify** current and potential future professional learning needs and goals.  
**Forward plan** for next week in the centre.  
**Reflect** on university work and theory and make explicit connections to supervised professional experience placement.  
**Share** resource ideas.  
Further **discussion** about an early childhood planning cycle.  

|  | **Reflect** on interim report and supervising teacher comments and discussion.  
**Observations**  
**Collect** resource ideas.  
**Individual teaching**: plan, implement and evaluate 3 x learning experiences for an individual child.  
**Small group teaching**: plan, implement and evaluate 3 x small group experiences.  
**Whole class teaching**: plan, implement and evaluate 3 x whole group sessions.  
**Plan, implement and evaluate** the whole class program for 2 whole days (working with other staff).  
**Ongoing development**: organise and prepare for discussions with supervising teacher and share written work and daily written critical reflections. Prepare 1 x critical reflection (500 – 700 words) with explicit links to literature and theory.  
**Identify** current professional learning needs and goals.  

| Final report due Day 10 |