Progression Table for EDB171 (Early Childhood)

These students are in their 2nd year or equivalent of a BEd (Early Childhood). This is the 2nd or 3rd professional experience for students and will be their first placement in a school setting. In this prac students' progress from planning for and teaching whole lessons to planning for and teaching whole sessions and 3-4 sequential lessons for one subject. This semester the students have learnt about embedding Aboriginal and Torres Strait Islander perspectives and are required to demonstrate this in at least 2 of their teaching episodes over the 2 weeks.

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

<table>
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<tr>
<th>Days of Professional Experience</th>
<th>Activities</th>
<th>Reports</th>
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| 1-5                             | • Observations: classroom routines, teaching strategies, classroom management, classroom planning documents, and diversity of student needs.  
• Small group teaching: planning for small group lessons for groups of different abilities, according to classroom planning and routines.  
• Whole class teaching: planning for and teaching a minimum of 2 whole class lessons.  
• Ongoing development: discussions with teacher and daily written critical reflections.  
At least one of the episodes (either small group or whole class) MUST demonstrate the embedding of Aboriginal and Torres Strait Islander perspectives. | Interim report due Day 5 |
| 6-10                            | • Reflect on interim report and supervising teacher comments and discussion.  
• Action planning for improvement.  
• Observations: classroom routines, teaching strategies, classroom management, classroom planning documents, and diversity of student needs.  
• Small group teaching: planning for small group lessons for groups of different abilities, according to classroom planning and routines.  
• Whole class teaching: planning for and teaching a minimum of 2 sessions (ie. morning, middle or afternoon).  
• Whole class teaching: planning for and teaching 3-4 sequential lessons for ONE subject.  
• Ongoing development: discussions with teacher and daily written critical reflections.  
• Identify current professional learning needs and goals.  
At least one of the whole class episodes MUST demonstrate the embedding of Aboriginal and Torres Strait Islander perspectives. | Final report due Day 10 |