Progression Table for EDB173 (Early Childhood)

These students are in their 3rd year or equivalent of a BEd (Early Childhood). This is the 4th or 5th professional experience for students and will be their 3rd placement in a school setting. In this prac, students’ progress from planning for and teaching whole sessions to planning for and teaching 4 whole days. This semester the students have learnt about 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.*

<table>
<thead>
<tr>
<th>Days of Professional Experience</th>
<th>Activities</th>
<th>Reports</th>
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| 1 – 5                           | • **Observations:** assessment, feedback, classroom planning, using data to inform student learning, differentiation, classroom routines, teaching strategies and diversity of student needs.  
• **Small group teaching:** planning for small group lessons for groups of different abilities.  
• **Planning for and teaching** to the whole class for whole sessions (ie morning, middle or afternoon) on 2-3 days.  
• **Ongoing development:** discussions with teacher and daily written critical reflections. | Interim report due Day 10    |
| 6 – 10                          | • **Observations:** assessment, feedback, classroom planning, using data to inform student learning, differentiation, classroom routines, teaching strategies and diversity of student needs.  
• **Small group teaching:** planning for small group lessons for groups of different abilities.  
• **Planning for and teaching** to the whole class for whole sessions on 3 or 4 days.  
• **Planning for and teaching** to the whole class for 1 whole day.  
• **Ongoing development:** discussions with teacher and daily written critical reflections.  
• **Identify** current professional learning needs and goals. |                             |
| 11 – 15 | • **Reflect** on interim report and supervising teacher comments and discussion.  
• **Observations**: assessment, feedback, classroom planning, using data to inform student learning, differentiation, classroom routines, teaching strategies and diversity of student needs.  
• **Small group teaching**: planning for small group lessons for groups of different abilities.  
• **Planning for and teaching** to the whole class for 3 or 4 whole sessions.  
• **Planning for and teaching** to the whole class for 2 whole days.  
• **Ongoing development**: discussions with teacher and daily written critical reflections.  
• **Identify** current professional learning needs and goals. |
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| 16 – 20 | • **Observations**: assessment, feedback, classroom planning, using data to inform student learning, differentiation, classroom routines, teaching strategies and diversity of student needs.  
• **Small group teaching**: planning for small group lessons for groups of different abilities.  
• **Planning for and teaching** to the whole class for 4 whole days.  
• **Ongoing development**: discussions with teacher and daily written critical reflections.  
• **Identify** current professional learning needs and goals. | **Final report due Day 20** |