Progression Table for EDB174 (Early Childhood)

Pre-service teachers undertaking this unit are in the final year of a Bachelor of Education (Early Childhood) and are required to demonstrate their achievement of the Graduate Level of the Australian Professional Standards for Teachers. This unit provides a means of transition from the role of tertiary student to that of professional educator who is able to work across diverse settings. Pre-service teachers are required to teach for ten full days within the four-week professional experience, however preservice teachers are encouraged to take on more teaching responsibilities in negotiation with their supervising teacher. Preservice teachers undertaking this unit will be placed in diverse educational settings and as such teaching activities should be negotiated with the supervising teacher.

*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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<tbody>
<tr>
<td>1 – 5</td>
<td>• <strong>Observations:</strong> areas of focus initially may include how to create and maintain safe and supportive learning environments, the physical, social and intellectual needs of students, diverse learning styles of students and differentiated teaching techniques. &lt;br&gt; • <strong>Small group teaching:</strong> planning for and teaching 4 x <strong>small group lessons</strong> (including catering for differentiation for diverse learners). &lt;br&gt; • <strong>Whole class teaching:</strong> planning for and teaching 4 x <strong>whole group (class) lessons</strong> (including catering for differentiation for diverse learners). &lt;br&gt; • <strong>Whole class teaching:</strong> planning for and teaching the whole class <strong>for one whole day</strong>. &lt;br&gt; • <strong>Ongoing development:</strong> Written daily reflections and 1 x critical reflection per week and engage in professional discussions with supervising teacher on an ongoing basis.</td>
<td>Interim report due Day 10</td>
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<td>6 – 10</td>
<td>• <strong>Observations:</strong> areas of focus may include assessing, providing feedback and reporting on student learning, managing classroom activities, incorporation of ICT, resource selection, effective classroom communication, teaching strategies and structuring learning sequences. &lt;br&gt; • <strong>Small group teaching:</strong> planning for and teaching 4 x <strong>small group lessons</strong> (including catering for differentiation for diverse learners). &lt;br&gt; • <strong>Whole class teaching:</strong> planning for and teaching 4 x <strong>whole group (class) lessons</strong> (including catering for differentiation for diverse learners).</td>
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<td>Week</td>
<td>Tasks</td>
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| 11 – 15 | - **Whole class teaching:** planning for and teaching the whole class for one whole day.  
- **Negotiate** teaching responsibilities for the following two weeks of placement (including teaching responsibility for 4 whole teaching days each week).  
- **Ongoing development:** Written daily reflections and 1 x critical reflection per week and engage in professional discussions with supervising teacher on an ongoing basis.  
- **Reflect** on your interim report and supervising teacher comments.  
- **Plan** for your professional development for the final 2 weeks (using supervising teacher feedback, progression table requirements, professional standards for teachers and final report requirements)  
- **Seek** ways to engage with teachers, parents/carers and the broader community.  
- **Whole class teaching:** planning for and teaching the whole class for four whole days.  
- **Ongoing development:** Written daily reflections and 1 x critical reflection per week and engage in professional discussions with supervising teacher on an ongoing basis. |
| 16 – 20 | - **Evaluate** professional learning goals made at interim report stage and discuss with supervising teacher.  
- **Seek** ways to engage with teachers, parents/carers and the broader community.  
- **Whole class teaching:** planning for and teaching the whole class for four whole days.  
- **Ongoing development:** Written daily reflections and 1 x critical reflection per week and engage in professional discussions with supervising teacher on an ongoing basis.  
- **Identify** current professional learning needs and goals. | Final report due Day 20 |