Progression Table for EDN673 (Early Childhood)

These students are in their 2nd year of a Masters of Teaching (Early Childhood) and it will be their 2nd school setting. This is their 4th and final professional experience. In this practicum students’ progress from planning for and teaching whole days to planning for and teaching a whole week. This semester the students have learnt about embedding Aboriginal and Torres Strait Islander perspectives in their teaching practice.

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: classroom routines, classroom data, classroom management, teaching practices, classroom planning, student feedback.  
• Small group teaching: planning for and teaching small group lessons for groups of different abilities.  
• Whole class teaching: short repetitious episodes eg; show and tell, silent reading, problem solving.  
• Whole class teaching: planning for and teaching whole class lessons.  
• Whole class teaching: planning for and teaching a minimum of 4 whole class sessions (e.g., morning, middle or afternoon).  
• Ongoing development: discussions with teacher and personal reflections.  
• Whole class teaching: planning for and teaching a minimum of 1 whole day. | Interim report due Day 10 |
| 6-10                            | • Observations: classroom routines, classroom data, classroom management, teaching practices, classroom planning, student feedback.  
• Small group teaching: planning for and teaching small group lessons for groups of different abilities.  
• Whole class teaching: short repetitious episodes eg; show and tell, silent reading, problem solving.  
• Whole class teaching: planning for and teaching whole class lessons.  
• Whole class teaching: planning for and teaching a minimum of 4 whole class sessions (e.g., morning, middle or afternoon).  
• Whole class teaching: planning for and teaching a minimum of 2 whole days.  
• Ongoing development: discussions with teacher and personal reflections. | Interim report due Day 10 |
| 11-15 | 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).  
| | Observations: classroom routines, classroom data, classroom management, teaching practices, classroom planning, student feedback.  
| | Small group teaching: planning for and teaching small group lessons for groups of different abilities.  
| | Whole class teaching: short repetitious episodes eg; show and tell, silent reading, problem solving.  
| | Whole class teaching: planning for and teaching whole class lessons.  
| | Whole class teaching: planning for and teaching a minimum of 4 whole class sessions (eg, morning, middle or afternoon).  
| | Whole class teaching: planning for and teaching a minimum of 3 whole days.  
| Ongoing development: discussions with teacher and personal reflections. |
| 16-20 | Observations: classroom routines, classroom data, classroom management, teaching practices, classroom planning, student feedback.  
| | Small group teaching: planning for and teaching small group lessons for groups of different abilities.  
| | Whole class teaching: short repetitious episodes e.g.; show and tell, silent reading, problem solving.  
| | Whole class teaching: planning for and teaching a whole week.  
| | Ongoing development: discussions with teacher and personal reflections.  
| | Identify current professional learning needs and goals. |
| | Final report due Day 20 |