Progression Table for 2 week lead-in prior to commencing Internship

Usually QUT pre-service teachers complete their internship with the same class/es which they have been working with for their final professional experience. In situations where this is not the case and pre-service teachers are being placed at a different internship site from their previous final profession experience placement the pre-service teachers will need to complete a 2 week (10 day) lead-in. The purpose of this lead-in is to allow time for the pre-service teacher, the supervising teacher and students to build some rapport and relationships and for the pre-service teacher to gain an understanding of student needs and the workings of the unique classroom environment. During the 2 week lead-in time the pre-service teachers should not be teaching the class full time but rather follow more of a gradual release model so they are prepared and confident to take over the internship duties of a 50% teaching load for their 4 week internship.

Literacy and numeracy standards as well as professional ethics and conduct are an inherent requirement. There is no formalised assessment during the lead-in.

<table>
<thead>
<tr>
<th>Days of lead-in</th>
<th>Activities for Early Childhood and Primary pre-service teachers</th>
<th>Activities for Secondary pre-service teachers</th>
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</table>
| 1-5            | • Observations: classroom routines, teaching strategies, classroom management, classroom planning documents, diversity of student needs, feedback, assessment.  
• 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 whole sessions (ie morning, middle or afternoon) on 3 days  
• Ongoing development: discussions with teacher and daily reflections. | • Observations: classroom routines, teaching strategies, classroom management, classroom planning documents, diversity of student needs, feedback, assessment.  
• Working with individuals and small groups  
• Whole class teaching: planning for and teaching 1 lesson for every class that pre-service teacher is working with  
• Whole class teaching: planning for and teaching 3 sequential lessons for at least one class  
• Ongoing development: discussions with teacher and daily reflections. |
| 6-10           | • Observations: classroom routines, teaching strategies, classroom management, classroom planning documents, diversity of student needs, feedback, assessment.  
• 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 whole sessions (ie morning, middle or afternoon) on 2 days and planning for and teaching 3 whole days.  
• Ongoing development: discussions with teacher and daily reflections. | • Observations: classroom routines, teaching strategies, classroom management, classroom planning documents, diversity of student needs, feedback, assessment.  
• Working with individuals and small groups  
• Whole class teaching: planning for and teaching 1 lesson for every class that pre-service teacher is working with  
• Whole class teaching: planning for and teaching 3 sequential lessons for at least two classes  
• Ongoing development: discussions with teacher and daily reflections. |