

Progression Table for EUB173 (Early Childhood) – 15 days (Birth – 3 Years)



FACULTY OF CREATIVE INDUSTRIES, EDUCATION AND SOCIAL JUSTICE

Professional Experience context:

These pre-service teachers are in their 1st year of a Bachelor of Early Childhood Education (Birth to Five) and it will be their 2nd Professional Experience. In this Birth – 3 Years placement, pre-service teachers progress from planning for and implementing learning experiences for an individual child to planning and implementing a full day. This semester, the pre-service teachers have focused on contemporary approaches in prior-to-school settings and have explored early childhood curriculum, learning environments, pedagogical approaches, and the importance of relationships in teaching children aged from birth to three years. Aboriginal and Torres Strait Islander knowledges and perspectives on early education and care are embedded throughout this unit. This professional experience can be undertaken in pre-service teachers' usual place of work if the centre is "meeting" or above according to the NQS. Pre-service teachers must be considered out of ratio for this professional experience.

Required experiences:

Throughout this Professional Experience placement, it is expected that the pre-service teacher will have daily experience in the following areas (unless otherwise stated).

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

| Timing in Professional Experience | Required experiences | | | | | | | | | | | |
|-----------------------------------|---|--|--|---|--|--|---|--|---|----------------------------------|------------------------|----------------------------|
| | Orientating to site, environment, individual learning spaces | Observing children, routines, teaching and learning practices, learning environment, assessment for learning and feedback * | Working with individual children and small groups | Attending meetings, centre admin duties, centre activities, playground duty, bus duty, etc. These are as required by your supervising teacher's roster and site requirements | Reflecting on observations, on your planning, teaching practice and assessing for teaching and learning * | Discussing and engaging in regular discussions and professional learning conversations with your Supervising Teacher and University Tutor | Planning learning experiences and associated resources must be planned and shared with your supervising teacher a min of 24 hours in advance of the teaching * | Maintaining your PEx Practice Folder. This should contain observations, reflections, feedback, learning experience plans, resources * | Teaching and assessing for children's learning. Negotiate with your Supervising Teacher when the following will occur: | | | |
| | | | | | | | | | Learning experience for an individual child | Small group learning experiences | Transition experiences | Half/full Day |
| Day 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Days 2-5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 1 per day | 1 per day | 1 per day | 1x half day over the week |
| Days 6-10 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 2 per day | 2 per day | 2 per day | 2x half days over the week |
| Days 11-15 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 2 per day | 2 per day | 2 per day | 1x full day over the week |

* To be recorded and kept in Professional Experience Practice Folder and shared and discussed with Supervising Teacher.