

Progression Table for EUB470 (Bachelor of Education - Early Childhood)

25 days (Kindergarten setting)



FACULTY OF CREATIVE INDUSTRIES, EDUCATION AND SOCIAL JUSTICE

Professional Experience context:

These pre-service teachers are in their 4th year of a Bachelor of Education (Early Childhood) and it will be their 5th and final Professional Experience. In this placement, pre-service teachers progress from planning for and teaching whole sessions to planning for and teaching three weeks. This semester, the pre-service teachers have focussed on their transition to the teaching profession and have been provided with opportunities to reflect, focus and synthesise their university and placement experiences in relation to the Graduate level of the Australian Professional Standards for Teachers.

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 class(es)	Observing routines, teaching and learning practices, learning environment, assessment and feedback *	Working with individual students and small groups	Attending meetings, playground duty, school activities, bus duty, etc. These are as required by your supervising teacher's roster and site requirements	Reflecting on observations, on your planning and teaching and assessing *	Discussing and engaging in regular discussions and professional learning conversations with your Supervising Teacher and University Partner	Planning lessons 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, lesson plans, resources *	Teaching and planning for teaching and assessing. Negotiate with your Supervising Teacher when the following will occur:		
									Short episodes #	Whole sessions (e.g., morning, middle or afternoon)	Whole days (as per your Supervising Teacher's schedule)
Day 1	✓	✓	✓	✓	✓	✓					
Days 2-5	✓	✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	
Days 6-10		✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	2 per week
Days 11-15		✓	✓	✓	✓	✓	✓	✓			Every day
Days 16-20			✓	✓	✓	✓	✓	✓			Every day
Days 21-25			✓	✓	✓	✓	✓	✓			Every day

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

Short episodes are usually repetitious in nature (e.g., show and tell, reading to class, transitioning to break time).