

Progression Table for EUB370 (Bachelor of Education - Early Childhood)

25 days (Prep – Year 3 setting)



FACULTY OF CREATIVE INDUSTRIES, EDUCATION AND SOCIAL JUSTICE

Professional Experience context:

These pre-service teachers are in their 3rd year of a Bachelor of Education (Early Childhood) and it will be their 3rd Professional Experience. In this placement, pre-service teachers progress from planning for and teaching sessions to teaching full days. This semester, the pre-service teachers have been concentrating on developing purposeful reflection opportunities to assist them in consolidating their teaching practice and further shaping their emerging professional identity.

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 class sequential lessons **	Whole days (as per your Supervising Teacher's schedule)
Day 1	✓	✓	✓	✓	✓	✓						
Days 2 – 5	✓	✓	✓	✓	✓	✓	✓	✓	1 per day	1 per week	2 sets of 2 per week	
Days 6-10		✓	✓	✓	✓	✓	✓	✓	1 per day	2 per week	2 sets of 2 per week	
Days 11-15		✓	✓	✓	✓	✓	✓	✓	1 per day	3 per week	1 set of 3 per week	
Days 16-20		✓	✓	✓	✓	✓	✓	✓	1 per day	2 per week	2 sets of 3 per week	2 per week
Days 21-25		✓	✓	✓	✓	✓	✓	✓	1 per day	2 per week	2 sets of 3 per week	3 per week

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

** Sequential lessons are, for example, teaching English on Monday, Tuesday & Wednesday.

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