# Bachelor of Early Childhood Professional Experience Program Progression

University of Southern Queensland

| APST | EDU1100 | EDE3103 | ECP3200 | ECF3100 | ECL2200 |
|---|---|---|---|---|---|
| | (2-4 years)<br>Play focus | 15 days<br>EC Setting (Kindergarten) | 15 days<br>School(Prep)<br>Science Learning Area Focus | 15 days<br>EC Setting (Birth-2) | 15 days<br>School (Prep-Grade 2) +Observation of Year 4-6 classes.<br>English Curriculum |
| **1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.** | Writes observations to identify children's learning and development (Examples: types of play, literacy and numeracy learning through play, types of interactions that support learning and development). | Demonstrates awareness of children's learning and development needs through observation and documentation. | Demonstrates an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning (Example: Inquiry plan within science lessons). | Demonstrate and seek an understanding of children's characteristics (familial,cultural, religious, social) through observation, discussion and reflection. | Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning (example: develop a class profile using existing data e.g. Running Records and Phonemic Awareness test). |
| **1.2 Not assessed in PE** | | | | | |
| **1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.** | Demonstrate awareness of teaching strategies that are responsive to children's learning and development from diverse backgrounds (Example: discuss and identify teaching strategies that have been modelled by the teacher). | Demonstrate awareness of teaching strategies that are responsive to children's learning and development from diverse backgrounds (Example: discuss and identify teaching strategies that have been modelled by the teacher). | Demonstrate awareness of teaching strategies that are responsive to the diverse backgrounds of all students in the classroom (Example: reflect upon and record the selection of teaching strategies modelled by the supervising teacher; identify teaching strategies within lesson plans). | Demonstrate knowledge of teaching strategies that are responsive to the diverse backgrounds of all children including their family (Example: discuss and identify teaching strategies that have been modelled by the early childhood educator). | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds (Example: using class profile data, Student A, B and C identify as Second Language and require visual supports). |
| **1.4 Not assessed in PE** | | | | | |
| **1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.** | Demonstrate awareness of differentiation strategies that are responsive to all children's learning and development needs (Example: discuss and identify strategies that have been modelled by the teacher). | Demonstrate awareness of differentiation strategies that are responsive to all children's learning and development needs (Example: discuss and identify strategies that have been modelled by the teacher). | Demonstrate awareness of differentiation strategies that are responsive to all children's learning needs (Example: discuss and identify strategies that have been modelled by the teacher). | Demonstrate knowledge of strategies that are responsive to all children's learning and development needs (Example: discuss, identify and record strategies that have been modelled by the early childhood educator e.g. Child A needs to go to bed at 11:30am). | Demonstrate knowledge of differentiation strategies that are responsive to the learning strengths and needs of students (Example: using running record data, Student A, B and C require intensive teaching). |
| **1.6 Not assessed in PE** | | | | | |
| **2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.** | Demonstrates awareness of the role of curriculum in planning a learning experience. | Demonstrates awareness of the role of curriculum in planning a learning experience. | Demonstrates awareness of the role of curriculum in lesson planning. | Demonstrates knowledge of the role of curriculum in planning a learning experience. | Demonstrates knowledge and understanding of the key concepts with the teaching area through lesson planning (Example: linking lesson goals to relevant curriculum). |
| **2.2 Organise content into an effective learning and teaching sequence.** | Not assessed | Organise the content of learning experiences into a logical sequence. | Organise the content of the lesson into a logical sequence. | Organise the content of the learning experiences into a logical sequence. | Organise content into a learning and teaching sequence. |
| **2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.** | Not assessed | Uses curriculum and assessment (focused observations) to design learning experiences. | Uses curriculum and assessment (focused observations) to design lesson plans. | Uses curriculum and focused observation to design learning experience. | Uses relevant curriculum documents and assessment to develop a sequence of lessons/learning experiences. (Example: lesson sequence develops knowledge required for summative task). |
| **2.4 Not assessed in PE** | | | | | |

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| **2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.** | Not assessed | **Demonstrate an awareness** of literacy and numeracy teaching strategies within play-based learning experiences. (Example: discuss and identify strategies with supervising teacher). | **Demonstrate an awareness** of literacy and numeracy teaching strategies within lessons/ learning experiences. (Example: discuss and identify strategies with supervising teacher). | **Demonstrate a knowledge** of literacy and numeracy teaching strategies within play-based learning experiences (Example: identify strategies within learning experience plan e.g. using finger rhymes). | **Know and understand** literacy and numeracy teaching strategies and their application in English. |
| **2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.** | Not assessed | Not assessed | Not assessed | Not assessed | **Trials** teaching strategies for using ICT's. |
| **3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.** | **Writes learning goals** for each planned learning experiences (Example: drawing from observations identify possible learning opportunities). | **Writes clear learning goals** for each planned learning experiences (Example: drawing from observations identify possible learning goals for a focus child). | **Writes learning goals** for students of varying abilities and characteristics. | **Writes clear learning goals** for each planned learning experiences. | **Write learning goals** that provide challenges for students of varying abilities and characteristics. |
| **3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.** | Not assessed | **Plan learning experience sequence** using knowledge of student learning, content and effective teaching strategies (Example: student A, interest in Dinosaurs across a week). | **Plan lesson sequences** using knowledge of student learning, content and effective teaching strategies. | Not assessed | **Plan lesson sequences** using knowledge of student learning, content and effective teaching strategies. |
| **3.3 Include a range of teaching strategies.** | **Trials** several teaching strategies that support children's learning. | **Trials** teaching strategies to support children's learning. | **Implement** a range of teaching strategies identified within lesson plans. | **Implements** teaching strategies to support children's learning. | **Implement** a range of teaching strategies identified within lesson plans. |
| **3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.** | **Demonstrates an awareness** of the use of resources that engage children in their learning (Example: building blocks). | **Demonstrate a knowledge** of resources, including ICT, to engage children in learning. | **Demonstrate a knowledge** of and use resources, including ICT, to engage students in their learning. | Not assessed | **Demonstrate a knowledge** of and use a range of resources, including ICT, to engage students in their learning. |
| **3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.** | **Trials** the use of some verbal and non-verbal communication strategies. | **Uses** voice, facial expression, gestures, physical movement and visual cues to engage children in learning. | **Trials** questioning and scanning skills together with an effective use of vocal, facial expression and gestures to support student engagement. | **Uses** voice, facial expression, gestures, physical movement and visual cues to engage children in learning. | **Uses** effective questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement. |
| **3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.** | Not assessed | **Developing a knowledge** of strategies that can be used to evaluate learning experience plans through reflective conversations with supervising teacher. | **Developing a knowledge** of strategies that can be used to evaluate lesson plans through reflective conversations with supervising teacher. | **Developing a knowledge** of strategies that can be used to evaluate learning experience plans through reflective conversations with supervising educator. | **Demonstrating knowledge** of strategies that can be used to evaluate lesson plans. (Example: uses student assessment data and reflection on lessons taught to inform future planning). |
| **3.7 Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.** | In negotiation with the Supervising Teacher. | | | | |

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| **4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.** | **Observes and records** strategies used to ensure all children can participate and actively engage in activities | **Identify and records** strategies used to ensure all children can participate and actively engage in activities. | **Observes and records** strategies used to ensure all students can participate and actively engage in classroom activities | **Identify and records** strategies used to ensure all children can participate and actively engage in activities. | **Identify and records** strategies used to ensure all students can participate and actively engage in activities. |
| **4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.** | **Observe and trials** the use of instructional techniques. | **Demonstrates an ability** to organise activities and provide clear directions (Example: use both verbal and non-verbal techniques). | **Demonstrates an ability** to organise activities and provide clear directions (Example: reinforces established classroom rules, routines and expectations). | **Demonstrates an ability** to organise activities and provide clear directions (Example: use both verbal and non-verbal directions). | **Demonstrates an ability** to organise activities and provide clear directions (Example: establishing rules, expectations and routines to support transitions and activities). |
| **4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.** | Not assessed | **Observes and records** preventative, supportive and corrective strategies to manage challenging behaviour. | **Observes and records** preventative, supportive and corrective strategies to manage challenging behaviour. | **Observes and records** strategies to manage challenging behaviour. | **Demonstrates knowledge** of use of practical approaches to manage challenging behaviour (Example: support on-task behaviour and prevent and correct off-task behaviours). |
| **4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.** | **Identify** and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: Sun safety, wearing hats outside). | **Identify** and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: Sun safety, wearing hats outside). | **Identify** and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: curriculum riskassessment). | **Identify** and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: Sun safety, wearing hats outside). | **Implements** school-based strategies that demonstrate an understanding of requirements related to students' wellbeing. |
| **4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.** | Not assessed. | Not assessed | Not assessed | Not assessed | **Understand** strategies which promote safe, responsible and ethical use of ICT's. |
| **5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.** | Not assessed | **Demonstrate an understanding** of informal and informal formative (observations) to assess student learning. | **Demonstrate an awareness** of assessment strategies used to identify that learning that has or has not occurred (Examples: formative - formal and informal observations) | **Demonstrate an understanding** of informal and informal formative (observations) to assess student learning. | **Demonstrate an understanding** of assessment strategies used to identify that learning that has or has not occurred (running records, formal observations and summative assessment). |
| **5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.** | Not assessed | Not assessed | **Uses oral communication to provide feedback** in time to whole class (Example: "Great job everybody, you are correct 1 + 1 is 2"). | Not assessed | **Uses oral and written communication to provide feedback** about learning (Example: Use of corrective and affirmative feedback that corrects misconceptions; marking homework). |
| **5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.** | Not assessed | Not assessed | Not assessed | Not assessed | **Show an understanding** through observation notes and reflections of how assessment is moderated to ensure consistent and comparable judgements. |
| **5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.** | Not assessed | **Demonstrate an ability** to interpret informal and informal formative (observations) to evaluate student learning. | **Demonstrate an ability** to interpret existing assessment data (student work samples; observations) to evaluate student learning and discuss implications for modifying teaching practices. | **Demonstrate an ability** to interpret informal and informal formative (observations) to evaluate student learning (Example: a child was observed being frightened of cellophane paper. Therefore, cellophane will not be used in the next learning experience). | **Demonstrate an ability** to interpret existing assessment data (student work samples; observations, running records) to evaluate student learning and modify teaching practices. |

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| **5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement.** | Not assessed | Not assessed | Not assessed | Not assessed | **Demonstrates an understanding** of the school's reporting procedures and policies and discusses student achievement with the supervising teacher. |
| **6.1 Not assessed in PE** | No formal assessment within Professional Experience Placements | | | | |
| **6.2 Not assessed in PE** | No formal assessment within Professional Experience Placements | | | | |
| **6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.** | **Receives** constructive feedback in a positive and professional manner. | **Seeks** constructive feedback in a positive and professional manner and acts upon it. | **Receives** constructive feedback in a positive and professional manner and acts upon it. | **Seeks** constructive feedback in a positive and professional manner and acts upon it. | **Seeks** constructive feedback in a positive and professional manner and acts upon it to improve teaching practices. |
| **6.4 Not assessed in PE** | No formal assessment within Professional Experience Placements | | | | |
| **7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.** | **Applies** key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and awareness of duty of care. | **Applies** key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students. | **Applies** key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students. | **Applies** key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with children. | **Applies** key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students. |
| **7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.** | **Applies** centre/system organisational processes and polices to own conduct and practice. | **Applies** and understands the centre/system organisational processes and polices to own conduct and practice. | **Applies** school/system organisational processes and polices to own conduct and practice. | **Applies** and understands centre/system organisational processes and polices to own conduct and practice and understands mandatory reporting requirements. | **Applies** and understands school/system organisational processes and polices to own conduct and practice and understands mandatory reporting requirements. |
| **7. 3 Not assessed in PE** | No formal assessment within Professional Experience Placements | | | | |
| **7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.** | **Demonstrates a willingness** to participate with staff in a range of activities. | **Demonstrates a willingness** to participate with staff in a range of activities. | **Demonstrates a willingness** to participate with staff in a range of activities. | **Demonstrates a willingness** to participate with staff in a range of activities. | **Demonstrates a willingness** to participate with school staff in a range of activities. |