

Bachelor of Education – Early Childhood Professional Experience Program Progression



APST	EDU1100 (2 – 4 years) Play focus	EDE1103 15 days EC Setting (Kindergarten)	ECP3200 15 days School (Prep) Perceptive Data collection Learning and Assessment Science Learning Area Focus	ECF3100 15 days EC Setting (Birth – 2)	ECL2200 15 days School (Prep – Grade 2) → Observation of Year 4 – 6 classes English Curriculum	EDU4100 25 Days School (Prep – Grade 3) GTPA with QPERF report
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)	Demonstrate awareness of children's learning and development needs through observation and documentation.	Demonstrate 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)	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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 English as a Second Language and require visual supports)	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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 teaching 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 teaching 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, Band C require intensive teaching)	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
1.6 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						

Bachelor of Education – Early Childhood Professional Experience Program Progression continued.

APST	EDU1100	EDE3103	ECP3200	ECF3100	ECL2200	EDU4100
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)	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
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.	Organise content into an effective 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 learning experiences.	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)	Use curriculum, assessment and reporting knowledge to design learning sequences.
2.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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 teaching areas.	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
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.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
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	Writes learning goals that provide challenges for students of varying abilities and characteristics.	Sets learning goals that provide achievable 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.	Plans lesson sequences using knowledge of student learning, content and effective teaching strategies.

Bachelor of Education – Early Childhood Professional Experience Program Progression continued.

APST	EDU1100	EDE3103	ECP3200	ECF3100	ECL2200	EDU4100
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.	Include a range of teaching strategies.
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.	Demonstrate knowledge of a range of resources, including ICT, that 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.	Demonstrate a range of verbal and non-verbal communication strategies 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).	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.
3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	In negotiation with supervising teacher/educator					
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.	Identify strategies to support inclusive student participation and engagement in classroom 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 techniques)	Demonstrates an ability to organise activities and provide clear directions (Example: establishing rules, expectations and routines to support transitions and activities).	Demonstrate the capacity to organise classroom activities and provide clear directions.
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	Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	Demonstrate knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	Demonstrate knowledge of practical approaches to manage challenging behaviour.

Bachelor of Education – Early Childhood Professional Experience Program Progression continued.

APST	EDU1100	EDS103	ECP3200	ECP3100	ECL2200	EDU4100
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: 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)	Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.	Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.
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.	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.
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)	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
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)	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
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.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
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.	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

Bachelor of Education – Early Childhood Professional Experience Program Progression continued.

APST	EDU1100	EDE3103	ECP3200	ECF3100	ECL2200	EDU4100
5.6 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	Demonstrate an understanding of the school's reporting procedures and policies and discusses student achievement with the supervising teacher.	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.
6.1 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
6.2 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
6.5 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, promptly.	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.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
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 policies to own conduct and practice.	Applies and understands the centre/system organisational processes and policies to own conduct and practice.	Applies school/system organisational processes and policies to own conduct and practice.	Applies and understands Centre/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.	Applies and understands school/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.