

# Master of Learning & Teaching (Early Years) – Professional Experience Program Progression

APST	EDM5014	EDM5001	EDM8017	EDM8100
	20 day Kindergarten setting	20 day P-3 School setting with minimum 1 lesson observation in Year 4-6 classroom	10 day Birth – 2 years setting	25 day Final Supervised Placement P-3 School setting 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.	Demonstrates awareness of children's learning and development needs through observation and documentation.	Demonstrates knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs).	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.
<b>1.2 No formal assessment within Professional Experience Placements</b>				
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.	Demonstrates awareness of differentiated teaching strategies (recording observations) that are responsive to children's learning and development from diverse backgrounds (Example: discuss and identify teaching strategies that have been modelled by supervising teacher) during placement only.	Demonstrating knowledge of teaching strategies through the planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile).	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) during placement only.	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
<b>1.4 No formal assessment within Professional Experience Placements</b>				
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	Demonstrates 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 supervising teacher) during placement only.	Demonstrates knowledge of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (example: strategies evident in planning and teaching)	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) during placement only.	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
<b>1.6 No formal assessment within Professional Experience Placements</b>				
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 (Example: discuss and identify planning that has been modelled by supervising teacher) during placement only.	Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents	Demonstrates knowledge of the role of curriculum in planning a learning experience (Example: discuss and identify planning that has been modelled by supervising teacher) during placement only.	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.	Organises the content of learning experiences into a logical sequence.	Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence (example: orientating, enhancing and synthesising phases; introduction, body and closing phases).	Organise the content of the learning experiences into a logical sequence (Example: discuss and identify planning that has been modelled by supervising teacher) during placement only.	Organise content into an effective learning and teaching sequence.

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2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Uses curriculum and assessment (focused observations) to design learning experiences.	Uses relevant curriculum and assessment documents to develop a sequence of lessons/learning experiences	Uses curriculum and focused observation to design learning experience (Example: discuss and identify planning that has been modelled by supervising teacher) during placement only.	Use curriculum, assessment and reporting knowledge to design learning sequences.
<b>2.4 No formal assessment within Professional Experience Placements</b>				
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Demonstrate an awareness of literacy and numeracy teaching strategies within play-based learning experiences. (Example: discuss and identify strategies with supervising teacher) during placement only.	Identifies literacy and numeracy teaching strategies and their application in lesson plans.	Demonstrates 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.
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Not assessed	Not assessed	Not assessed	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 clear learning goals for each planned learning experiences (Example: drawing from observations identify possible learning goals for a focus child).	Develops a sequence of lessons with explicit, challenging and achievable learning goals.	Writes clear learning goals for each planned learning experience.	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.	Plan learning experience sequence using knowledge of student learning, content and effective teaching strategies (Example: student A, interest in Dinosaurs across a week).	Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.	Not assessed	Plans lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Include a range of teaching strategies.	Trials teaching strategies to support children's learning.	Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.	Implements teaching strategies to support children's learning.	Include a range of teaching strategies.
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Demonstrate a knowledge of resources, including ICT, to engage children in learning.	Uses a range of resources and ICTs that target students' interests and learning needs.	Not assessed	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.	Uses voice, facial expression, gestures, physical movement and visual cues to engage children in learning during placement only.	Uses effective questioning, and scanning skills together with a range 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 during placement only.	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.	Developing a knowledge of strategies that can be used to evaluate learning experience plans through reflective conversations with supervising teacher.	Evaluates own lessons and teaching sequences to promote student learning.	Developing a knowledge of strategies that can be used to evaluate learning experience plans through reflective conversations with supervising educator.	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.	Interacts with parents/carers and promotes opportunities for parental input to build connections between home and the centre.	Not assessed	Interacts with parents/carers and promotes opportunities for parental input to build connections between home and the centre.	Not assessed
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities	Identify and records strategies used to ensure all children can participate and actively engage in activities.	Identifies a range of strategies to promote the participation of all students.	Identify and records strategies used to ensure all children can participate and actively engage in activities during placement only.	Identify strategies to support inclusive student participation and engagement in classroom activities.

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4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	<b>Demonstrates an ability</b> to organise activities and provide clear directions (Example: use both verbal and non-verbal techniques) during placement only.	<b>Uses clear</b> instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling.	<b>Demonstrates an ability</b> to organise activities and provide clear directions (Example: use both verbal and non-verbal techniques) during placement only	<b>Demonstrate the capacity to organise</b> classroom activities and provide clear directions.
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.	<b>Observes and records</b> preventative, supportive and corrective strategies to manage challenging behaviour during placement only.	<b>Demonstrates knowledge</b> of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	<b>Observes and records</b> strategies to manage challenging behaviour during placement only	<b>Demonstrate knowledge of practical</b> approaches to manage challenging behaviour.
4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.	<b>Identify</b> and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: Sun safety, wearing hats outside) during placement only.	<b>Implements</b> school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.	<b>Identify</b> and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: Sun safety, wearing hats outside) during placement only	<b>Describe strategies that support</b> 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	<b>Demonstrate an understanding of</b> 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.	<b>Demonstrates an understanding</b> of informal and informal formative observations to assess student learning (Example: discuss and identify with supervising teacher) during placement only.	<b>Plans</b> lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	<b>Demonstrates an understanding</b> of informal and informal formative observations to assess student learning during placement only.	<b>Demonstrate understanding of</b> 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	<b>Uses</b> oral and written communication to provide feedback to students about their learning.	Not assessed	<b>Demonstrate an understanding of</b> 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	<b>Demonstrate understanding of</b> 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.	<b>Demonstrate an ability</b> to interpret informal and informal formative observations to evaluate student learning.	Not assessed	<b>Demonstrates an ability</b> 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) during placement only.	<b>Demonstrate the capacity to interpret</b> student assessment data to evaluate student learning and modify teaching practice.
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	<b>Demonstrate understanding of a range</b> 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				
6.2 No formal assessment within Professional Experience Placements				

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6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	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.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
<b>6.4 No formal assessment within Professional Experience Placements</b>				
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 appropriate interactions with students during placement only.	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.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession during placement only.	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 and understands the centre/system organisational processes and policies in relation to their own conduct and practice during placement only.	Applies and understands the centre/system organisational processes and policies in relation to their own conduct and practice during placement only.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage during placement only.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language (where opportunities are provided)	Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language (where opportunities are provided)	Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language (where opportunities are provided)	Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language (where opportunities are provided)
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 during placement only.	Demonstrates a willingness to participate with staff in a range of activities.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice during placement only.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.