

# Requirements and Guidelines

## EPR321 Secondary

### Professional Experience 1

These Requirements and Guidelines include internal and external links and are best viewed digitally.

<b>Number of professional experience days required</b>	20 days. Inschool must be notified of any placement absences. Any missed days must be made-up
<b>Placement setting</b>	Secondary
<b>Academic assessments</b>	<ul style="list-style-type: none"> <li>• Assignment 1: Pre-placement Quiz</li> <li>• Assignment 2: Professional Practice Reflection (Due maximum 7 days post placement)</li> </ul>
<b>Placement assessments</b>	<ul style="list-style-type: none"> <li>• An <b>Interim Report</b> is required at the mid-way point of the placement after meeting with the Professional Experience Supervisor.</li> <li>• A <b>Final Report</b> is required at the end of the placement and outlines strengths the student has demonstrated against the ACECQA Quality Areas and/or the Graduate Level APSTs.</li> <li>• When signing reports, the Pre-service Teacher agrees to upload the report to Learnline and email it to the Placement Unit Coordinator, Mentor/s, <a href="mailto:inschool@cdu.edu.au">inschool@cdu.edu.au</a> and the Professional Experience Supervisor for validation. Ensure the report is uploaded before emailing.</li> </ul>
<b>Minimum placement requirements</b>	<ul style="list-style-type: none"> <li>• Week 1: Plan and teach a minimum of 1-2 lessons</li> <li>• Week 2: Plan and teach a minimum of 2-3 lessons</li> <li>• Week 3: Plan and teach a minimum of 3-4 lessons (planning for week 4)</li> <li>• Week 4: Full-time planned teaching</li> <li>• Reflective Journal</li> </ul>
<b>Placement support</b>	<ul style="list-style-type: none"> <li>• A <b>Placement Officer</b> is the administrative point of contact for Pre-service Teachers from the date of enrolment until the placement is confirmed. Please phone 08 8946 6602 or email <a href="mailto:inschool@cdu.edu.au">inschool@cdu.edu.au</a></li> <li>• A <b>Professional Experience Supervisor</b> provides placement support to the Pre-service Teacher, Mentor/s and Site Coordinator.</li> <li>• A <b>Unit Coordinator</b> provides mentoring and support to Pre-service Teacher enquiries regarding academic assessments.</li> </ul>
<b>Placement concern procedures</b>	<p>Mentor concerns regarding the Pre-service Teacher’s conduct or progress should be referred to the Professional Experience Supervisor immediately.</p> <p>The process for addressing concerns is outlined in the <a href="#">Degrees of Concern Procedures</a>.</p>

## Minimum Placement Requirements

### Planning and Teaching Expectations

Pre-service Teachers, with the guidance of their Mentor, should actively engage in designing, teaching, and assessing learning activities beyond the minimum requirements. The following teaching and planning expectations represent the recommended minimum required to effectively meet assessment and placement standards.

	Planning Schedule	Teaching Schedule
<b>Prior to placement</b>	<ul style="list-style-type: none"> <li>Participate in a pre-placement briefing with a Professional Experience Supervisor.</li> <li>Discuss planning and curriculum overview for the placement period and specific planning for weeks 1 and 2.</li> <li>Discuss specific learning or welfare needs of students.</li> <li>Agree to planning templates, timelines and expectations (e.g. lesson plans submitted to Mentor at least 48 hours prior to delivery).</li> </ul>	<ul style="list-style-type: none"> <li>Discuss timetabling and the progression of the teaching load.</li> <li>Discuss class routines, expectations, site practices and programs.</li> </ul>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>Plan 1-2 lessons</li> <li>Submit plans to Mentor for feedback as per agreed timelines.</li> <li>Observe and document daily routines and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Teach 1-2 planned lessons (30% load).</li> <li>Assist and provide support in the classroom while the Mentor leads teaching.</li> <li>Interact with students, collaborate with Mentor, and collate information for planning tasks.</li> <li>Visit other learning areas where appropriate.</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>Plan 2-3 lessons</li> <li>Submit plans to Mentor for feedback as per agreed timelines.</li> <li>Observe and document daily routines and practices.</li> <li>Confirm planning and teaching requirements for week 4.</li> </ul>	<ul style="list-style-type: none"> <li>Teach 2-3 planned lessons (30% - 50% load).</li> <li>Assist and provide support in the classroom while the Mentor leads teaching.</li> <li>Conduct targeted observation of mentor practices.</li> </ul>
<b><u>Interim Report</u></b>	<ul style="list-style-type: none"> <li>Mid-placement meeting between the Pre-service Teacher, Mentor and Professional Experience Supervisor.</li> </ul>	
<b>Week 3</b>	<ul style="list-style-type: none"> <li>Plan 3-4 lessons</li> <li>Submit plans to Mentor for feedback as per agreed timelines.</li> <li>Observe and document daily routines and practices.</li> <li>Consolidate planning and teaching requirements for week 4.</li> </ul>	<ul style="list-style-type: none"> <li>Teach 3-4 planned lessons (50% - 80% load).</li> <li>Assist and provide support in the classroom while the Mentor leads teaching.</li> <li>Conduct targeted observation of mentor practices.</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>Plan lessons for a full teaching load:               <ul style="list-style-type: none"> <li>all classes in the major and minor learning areas (4 full lines).</li> </ul> </li> <li>Submit plans to Mentor for feedback as per agreed timelines.</li> </ul>	<ul style="list-style-type: none"> <li>Full-time planned teaching (80% - 100% load).</li> </ul>
<b><u>Final Report</u></b>	<ul style="list-style-type: none"> <li>The Mentor completes the report on the final day of placement and debriefs with the Pre-service Teacher.</li> </ul>	

## Academic Assessments

During this placement, Pre-service Teachers will collect evidence and undertake reflections that demonstrate their understanding of specific focus areas of the Australian Professional Standards for Teachers (graduate). This Pebble Pad (found in your CDU Portal) task is designed to support Pre-service Teachers to systematically reflect on their learning and capacity to integrate knowledge and skills developed in units studied as part of their course learning and work as a teacher. Reflection is a professional requirement undertaken throughout a person's teaching career. As with all reflections, Pre-service Teachers need to consider what theory informs practice.

### Assessment Schedule

<b>Prior to the placement</b>	<ul style="list-style-type: none"> <li>• Assignment 1: Pre-placement Quiz</li> <li>• Read and understand the task description and instructions for Assignment 2 on Learnline</li> </ul>
<b>Week 1 - 2</b>	<ul style="list-style-type: none"> <li>• Collect, collate and reflect on evidence that supports the submission of Assignment 2</li> <li>• Submit Interim Report (End of Week 2)</li> </ul>
<b>Week 3 - 4</b>	<ul style="list-style-type: none"> <li>• Collect, collate and reflect on evidence that supports the submission of Assignment 2</li> <li>• Submit Final Report (End of Week 4)</li> </ul>
<b>After the placement</b>	<ul style="list-style-type: none"> <li>• Submit Assignment 2: Professional Practice Reflection (Due maximum 7 days post placement)</li> </ul>