

Requirements and Guidelines

EPE230 Preschool and Transition/Foundation

Professional Experience

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

Number of professional experience days required	30 days. Inschool must be notified of any placement absences. Any missed days must be made-up.
Placement setting	<p>Early Childhood</p> <ul style="list-style-type: none"> • 20 consecutive days in preschool (4-week block) • 10 consecutive days in the first year of formal full-time schooling (Year 1 minus 1) (2-week block)
Academic assessments	<ul style="list-style-type: none"> • Assignment 1: Pre-placement Quiz • Assignment 2: Critical Reflection
Placement assessments	<ul style="list-style-type: none"> • An Interim Report is required at the mid-way point of the placement for each setting after meeting with the Professional Experience Supervisor. • A Final Report is required at the end of the placement in each setting and outlines strengths the student has demonstrated against the ACECQA Quality Areas and/or the Graduate Level APSTs. • When signing reports, the Pre-service Teacher agrees to upload the report to Learnline and email it to the Placement Unit Coordinator, Mentor/s, Inschool@cdu.edu.au and the Professional Experience Supervisor for validation. Ensure the report is uploaded before emailing. • Please note there are submission points for two preschool reports and two Year 1 minus 1 reports.
Minimum placement requirements	<ul style="list-style-type: none"> • Week 1-4: Plan and teach a minimum of 10 sequenced learning experiences (preschool) • Week 5-6: Plan and teach a minimum of 3 sequenced learning experiences (Year 1 minus 1) • Reflective Journal
Placement support	<ul style="list-style-type: none"> • A Placement Officer 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 inschool@cdu.edu.au • A Professional Experience Supervisor provides placement support to the Pre-service Teacher, Mentor/s and Site Coordinator. • A Unit Coordinator provides mentoring and support to Pre-service Teacher enquiries regarding academic assessments.
Placement concern procedures	<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 Degrees of Concern Procedures.</p>

Minimum Placement Requirements

Planning and Teaching Expectations

Pre-service Teachers, with the guidance of their Mentor teacher, 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
Prior to placement	<ul style="list-style-type: none"> Participate in a pre-placement briefing with a Professional Experience Supervisor. Discuss planning and curriculum overview for the placement period and specific planning requirements. Discuss specific learning or welfare needs of children. Agree to planning templates, timelines and expectations 	<ul style="list-style-type: none"> Discuss timetabling and the progression of the teaching load. Discuss class routines, expectations, site practices, policies and programs.
Week 1	<ul style="list-style-type: none"> Observe and document daily routines and practices. Observe and document learning for a small group (seek learners with a range of strengths and needs). Co-plan 1-2 learning intentions for a small group. Submit plans to Mentor for feedback as per timelines. 	<ul style="list-style-type: none"> Deliver co-planned learning activities for small groups for 1-2 planned lessons. Support in the class while the Mentor leads teaching. Collate information and observations for planning. Engage in reflective self-evaluation with Mentor.
Week 2	<ul style="list-style-type: none"> Plan 3-4 learning experiences for a small group. Submit plans to Mentor for feedback as per timelines. Observe and document children's learning. Confirm planning requirements for weeks 3-4. 	<ul style="list-style-type: none"> Deliver 3-4 learning experiences for small group. Support in the class while the Mentor leads teaching. Document children's behaviours and engagement. Conduct targeted observation of mentor practices. Engage in reflective self-evaluation with Mentor.
<u>Interim Report 1</u>	<ul style="list-style-type: none"> Mid-placement meeting with the Pre-service Teacher, Mentor and Professional Experience Supervisor. 	
Week 3	<ul style="list-style-type: none"> Plan 4 sequenced learning experiences (preschool). Submit plans to Mentor for feedback as per timelines. Observe and document children's learning. 	<ul style="list-style-type: none"> Deliver 4 sequenced learning experiences. Support in the class while the Mentor leads teaching. Engage in reflective self-evaluation with Mentor.
Week 4	<ul style="list-style-type: none"> Plan two sequenced lessons for large group (preschool). Submit plans to Mentor for feedback as per timelines. Observe and document children's learning. 	<ul style="list-style-type: none"> Deliver two sequenced lessons for large group. Support in the class while the Mentor leads teaching. Conduct targeted observation of mentor practices.
<u>Final Report 1</u>	<ul style="list-style-type: none"> The Mentor completes the report on the final day of placement and debriefs with the Pre-service Teacher. 	
Week 5	<ul style="list-style-type: none"> Observe and document daily routines and practices. Plan 1-2 lessons (Year 1 minus 1). Submit plans to Mentor for feedback as per timelines. Observe and document children's learning (seek learners with a range of strengths and needs). 	<ul style="list-style-type: none"> Teach 1-2 planned lessons. Support in the class while the Mentor leads teaching. Interact with children, collaborate with Mentor, and collate information for planning tasks. Engage in reflective self-evaluation with Mentor.
<u>Interim Report 2</u>	<ul style="list-style-type: none"> Mid-placement meeting with the Pre-service Teacher, Mentor and Professional Experience Supervisor. 	
Week 6	<ul style="list-style-type: none"> Plan 2-3 sequenced lessons (Year 1 minus 1). Submit plans to Mentor for feedback as per timelines. Observe and document children's learning. 	<ul style="list-style-type: none"> Teach 2-3 sequenced planned lessons. Assist and provide support in the classroom while the Mentor leads teaching.
<u>Final Report 2</u>	<ul style="list-style-type: none"> The Mentor completes the report on the final day of placement and debriefs with the Pre-service Teacher. 	

Academic Assessments

Pre-service Teachers will write a report demonstrating how they are building teacher knowledge in their placement through research-informed and reflective analysis of theory and empirical evidence applied to practice. Pre-service Teachers will collate an e-portfolio of annotated artefacts to demonstrate their reflective practice, application of professional practice, knowledge and engagement through action learning and reflections. An effective approach to choosing and collating artefacts will be to parallel this task with the planning cycle in the preschool and school settings, including the feedback and comments provided by Mentors.

Assessment Schedule

Prior to the placement	<ul style="list-style-type: none"> • Assignment 1: Pre-placement Quiz • Read and understand the task description and instructions for Assignments 2 on Learnline
Week 1	<ul style="list-style-type: none"> • Collect, collate and reflect on evidence that supports the submission of Assignment 2
Week 2	<ul style="list-style-type: none"> • Collect, collate and reflect on evidence that supports the submission of Assignment 2 • Submit Preschool Interim Report - Preschool (End of Week 2)
Week 3	<ul style="list-style-type: none"> • Collect, collate and reflect on evidence that supports the submission of Assignment 2
Week 4	<ul style="list-style-type: none"> • Collect, collate and reflect on evidence that supports the submission of Assignment 2 • Submit Preschool Final Report - Preschool (End of Week 4)
Week 5	<ul style="list-style-type: none"> • Collect, collate and reflect on evidence that supports the submission of Assignment 2 • Submit Transition/Foundation Interim Report - Year 1 minus 1 (End of Week 5)
Week 6	<ul style="list-style-type: none"> • Submit Assignment 2: Critical Reflection (Due on completion of second placement - Year 1 minus 1) • Submit Transition/Foundation Final Report - Year 1 minus 1 (End of Week 6)