

# Requirements and Guidelines

## EPR322 Secondary

## Professional Experience 2

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

<b>Number of professional experience days required</b>	30 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><u>Interim Report</u></b> is required at the mid-way point of the placement after meeting with the Professional Experience Supervisor.</li> <li>A <b><u>Final Report</u></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 2 lessons</li> <li>Week 2: Plan and teach a minimum of 1-2 lessons per day (planning for weeks 4-6)</li> <li>Week 3: Plan and teach a minimum of 2-3 lessons per day (planning for weeks 4-6)</li> <li>Week 4-6: 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="#"><u>Degrees of Concern Procedures</u></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.

	<b>Planning Schedule</b>	<b>Teaching Schedule</b>
<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 2 lessons during the week.</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 2 planned lessons during the week (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 1-2 lessons per day.</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 per day (30% - 50% 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 3</b>	<ul style="list-style-type: none"> <li>Plan 2-3 lessons per day.</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 weeks 4-6.</li> </ul>	<ul style="list-style-type: none"> <li>Teach 2-3 planned lessons per day (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>Interim Report</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 4 - 6</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.</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>Final Report</b>	<ul style="list-style-type: none"> <li>The Mentor completes the report on the final day of placement and debriefs with the Preservice Teacher.</li> </ul>	

## Academic Assessments

Pre-service Teachers will critically reflect on the impact of planning and teaching on the learning and engagement of two students from diverse linguistic, cultural, religious and/or socioeconomic backgrounds and justify adjustments they would implement to improve student learning and engagement.

A reflective task is completed at the conclusion of the placement and presented in Pebble Pad (found in your CDU Portal) under the relevant Australian Professional Standards for Teachers. Consider the type of evidence required to be collected during placement that will assist in completing each section.

### 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 - 3</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 3)</li></ul>
<b>Week 4 - 6</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 6)</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>