

Requirements and Guidelines

EPR401 Professional Experience

Assessment for Graduate Teachers

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	Primary/Secondary
Academic assessments	<ul style="list-style-type: none"> Assessment for Graduate Teaching (AfGT): Element 1 (due end of Week 2) AfGT: Element 2 (due end of Week 4) AfGT: Element 3 (due end of Week 6) AfGT: Element 4 (completed independently from the placement)
Placement assessments	<ul style="list-style-type: none"> An Interim Report is required at the mid-way point of the placement after meeting with the Professional Experience Supervisor. A Final Report 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. 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.
Minimum placement requirements	<ul style="list-style-type: none"> Week 1: Plan and teach a minimum of 1-2 lessons per day (planning for weeks 3-6) Week 2: Plan and teach a minimum of 2-3 lessons per day (planning for weeks 3-6) Week 3-6: Full-time planned teaching
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 the academic assessments required for the AfGT.
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, Teaching and Academic 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 expectations represent the recommended minimum required to effectively meet assessment and placement standards.

	Planning Schedule	Teaching Schedule	Academic 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 and specific planning for weeks 1 and 2. • Discuss specific learning or welfare needs of students. • Agree to planning templates, timelines and expectations (e.g. lesson plans submitted to Mentor at least 48 hours prior to delivery). 	<ul style="list-style-type: none"> • Discuss timetabling and the progression of the teaching load. • Discuss class routines, expectations, site practices and programs. 	<ul style="list-style-type: none"> • Discuss specific requirements for completion of AfGT. • Review specific lesson plans required for AfGT. • Discuss planning, teaching and evaluative requirements for AfGT in light of school policies and procedures, including video recording of teaching lessons.
Week 1	<ul style="list-style-type: none"> • Plan 1-2 lessons per day. • Submit plans to Mentor for feedback as per agreed timelines. • Observe and document daily routines and practices. 	<ul style="list-style-type: none"> • Teach 1-2 planned lessons per day (30% load). • Assist and provide support in the classroom while the Mentor leads teaching. • Interact with students, collaborate with Mentor, and collate information for planning tasks. • Visit other learning areas where appropriate. 	<ul style="list-style-type: none"> • In consultation with Mentor, commence preparation of Element 1, especially E1.1 and E1.2, which explore the readiness of learners based on the diverse nature of learners and analysis of assessment data.
Week 2	<ul style="list-style-type: none"> • Plan 2-3 lessons per day. • Submit plans to Mentor for feedback as per agreed timelines. • Observe and document daily routines and practices. • Consolidate planning and teaching requirements for weeks 3-6. 	<ul style="list-style-type: none"> • Teach 2-3 planned lessons per day (50% load). • Assist and provide support in the classroom while the Mentor leads teaching. • Conduct targeted observation of mentor practices. 	<ul style="list-style-type: none"> • Complete preparation of Element 1.
Week 3	<ul style="list-style-type: none"> • Plan lessons for a full teaching load: <ul style="list-style-type: none"> - Primary - Mathematics, English and two other learning areas - Secondary - all classes in the major and minor learning areas (4 full lines). • Submit plans to Mentor for feedback as per timelines. 	<ul style="list-style-type: none"> • Full-time planned teaching (80% load). 	<ul style="list-style-type: none"> • Teach lessons as specified in Element 1. • Video recording and analysis on two Key Pedagogical Segments (KPS), as specified in Element 2. • The first KPS should be early in the sequence of lessons; the second should be towards the end of the sequence of lessons.

Planning Schedule		Teaching Schedule	Academic Schedule
<u>Interim Report</u>	<ul style="list-style-type: none"> • Mid-placement meeting between the Pre-service Teacher, Mentor and Professional Experience Supervisor. 		<ul style="list-style-type: none"> • Interim Report submitted after mid-placement meeting.
Week 4	<ul style="list-style-type: none"> • Plan lessons for a full teaching load: <ul style="list-style-type: none"> - Primary - Mathematics, English and two other learning areas. - Secondary - all classes in the major and minor learning areas (4 full lines). • Submit plans to Mentor for feedback as per agreed timelines. 	<ul style="list-style-type: none"> • Full-time planned teaching (80% - 100% load). 	<ul style="list-style-type: none"> • Complete preparation of Element 2.
Week 5	<ul style="list-style-type: none"> • Plan lessons for a full teaching load: <ul style="list-style-type: none"> - Primary - Mathematics, English and two other learning areas. - Secondary - all classes in the major and minor learning areas (4 full lines). • Submit plans to Mentor for feedback as per agreed timelines. 	<ul style="list-style-type: none"> • Full-time planned teaching (80% - 100% load). 	<ul style="list-style-type: none"> • Implement a targeted summative assessment task as part of the cyclic process of collecting and analysing evidence of what students know, understand and can do, as specified in Element 3.
Week 6	<ul style="list-style-type: none"> • Plan lessons for a full teaching load: <ul style="list-style-type: none"> - Primary - Mathematics, English and two other learning areas. - Secondary - all classes in the major and minor learning areas (4 full lines). • Submit plans to Mentor for feedback as per agreed timelines. 	<ul style="list-style-type: none"> • Full-time planned teaching (80% - 100% load). 	<ul style="list-style-type: none"> • Complete preparation of Element 3.
<u>Final Report</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. 		<ul style="list-style-type: none"> • Final Report submitted after Mentor debrief.