# Requirements and Guidelines
# EPE240 Early Childhood Professional Experience

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

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| **Number of professional experience days required** | 20 days. Inschool must be notified of any placement absences. Any missed days must be made-up. |
| **Placement setting** | Early Childhood<br>• 10 consecutive days with ages Birth to 35-month-olds<br>• 10 consecutive days with 3 to 5-year-olds |
| **Academic assessments** | • Assignment 1: Pre-placement Quiz<br>• Assignment 2: Situational Analysis (Due end of week 1 of placement)<br>• Assignment 3: Learner E-Portfolio (Due end of week 4 of placement)<br>• Assignment 4: Reflective Journal (Due on completion of placement) |
| **Placement assessments** | • An Interim Report is required at the mid-way point of the placement after meeting with the Professional Experience Supervisor.<br>• 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.<br>• 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** | • Week 1-2: Plan and teach a minimum of 5 learning experiences (Birth to 35-month-olds)<br>• Week 3-4: Plan and teach a minimum of 5 learning experiences (3 to 5-year-olds)<br>• Reflective Journal |
| **Placement support** | • 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<br>• A **Professional Experience Supervisor** provides placement support to the Pre-service Teacher, Mentor/s and Site Coordinator.<br>• A **Unit Coordinator** provides mentoring and support to Pre-service Teacher enquiries regarding academic assessments. |
| **Placement concern procedures** | Mentor concerns regarding the Pre-service Teacher's conduct or progress should be referred to the Professional Experience Supervisor immediately.<br>The process for addressing concerns is outlined in the Degrees of Concern Procedures. |

# 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 |
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| **Prior to placement** | • Participate in a pre-placement briefing with a Professional Experience Supervisor.<br>• Discuss planning and curriculum overview for the placement period and specific planning for week 1.<br>• Discuss specific learning or welfare needs of students.<br>• Agree to planning templates, timelines and expectations (e.g. lesson plans submitted to Mentor at least 48 hours prior to delivery). | • Discuss timetabling and the progression of the teaching load.<br>• Discuss class routines, expectations, site practices and programs. |
| **Week 1** | • Birth to 35-month-olds.<br>• Plan 1-2 learning experiences per day.<br>• Submit plans to Mentor for feedback as per agreed timelines.<br>• Observe and document daily routines and practices. | • Birth to 35-month-olds.<br>• Teach 1-2 planned learning experiences per day (30% load).<br>• Assist and provide support in the classroom while the Mentor leads teaching.<br>• Interact with students, collaborate with Mentor, and collate information for planning tasks.<br>• Visit other learning areas where appropriate. |
| **Week 2** | • Birth to 35-month-olds.<br>• Plan 2-3 learning experiences per day.<br>• Submit plans to Mentor for feedback as per agreed timelines.<br>• Observe and document daily routines and practices. | • Birth to 35-month-olds.<br>• Teach 2-3 planned learning experiences per day (30%-50% load).<br>• Assist and provide support in the classroom while the Mentor leads teaching.<br>• Conduct targeted observation of mentor practices. |
| Interim Report | • Mid-placement meeting between the Pre-service Teacher, Mentor and Professional Experience Supervisor. | |
| **Week 3** | • 3 to 5-year-olds.<br>• Plan 1-2 learning experiences per day.<br>• Submit plans to Mentor for feedback as per agreed timelines.<br>• Observe and document daily routines and practices. | • 3 to 5-year-olds.<br>• Teach 1-2 planned learning experiences per day (30% load).<br>• Assist and provide support in the classroom while the Mentor leads teaching.<br>• Interact with students, collaborate with Mentor, and collate information for planning tasks. |
| **Week 4** | • 3 to 5-year-olds.<br>• Plan 2-3 learning experiences per day<br>• Submit plans to Mentor for feedback as per agreed timelines.<br>• Observe and document daily routines and practices. | • 3 to 5-year-olds.<br>• Teach 2-3 planned learning experiences per day (30%-50% load).<br>• Assist and provide support in the classroom while the Mentor leads teaching.<br>• Conduct targeted observation of mentor practices. |
| Final Report | • The Mentor completes the report on the final day of placement and debriefs with the Pre-service Teacher. | |

## Academic Assessments

Pre-service Teachers will complete a Situational Analysis, reflecting on their engagement across various aspects of the early learning centre. This assignment encourages deep reflection and the application of prior learning to better understand the service and learning community, enabling a more responsive approach to education and care practices during placement.

As part of their assessment, Pre-service Teachers will compile an e-folio of annotated artefacts, incorporating documented feedback from discussions with their Mentor and personal learning reflections. Pre-service Teachers will also generate reflections on practice that demonstrate critical engagement with unit learning materials and the ability to adapt thinking to the placement context. These tasks support a reflective and responsive approach to professional learning in early childhood education.

| | Assessment Schedule |
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| **Prior to the placement** | • Assignment 1: Pre-placement Quiz<br>• Read and understand the task description and instructions for Assignments 2, 3 and 4 on Learnline |
| **Week 1** | • Collect, collate and reflect on evidence that supports the submission of Assignments 2, 3 and 4<br>• Submit Assignment 2: Situational Analysis (Due end of Week 1) |
| **Week 2** | • Collect, collate and reflect on evidence that supports the submission of Assignments 3 and 4<br>• Submit Interim Report (End of Week 2) |
| **Week 3** | • Collect, collate and reflect on evidence that supports the submission of Assignments 3 and 4 |
| **Week 4** | • Collect, collate and reflect on evidence that supports the submission of Assignments 3 and 4<br>• Submit Assignment 3: Learner E-Portfolio (Due end of Week 4)<br>• Submit Final Report (End of Week 4) |
| **After the placement** | • Submit Assignment 4: Reflective Journal (Due on completion of placement) |