

Requirements and Guidelines

EPR211 Professional Experience 3

Classroom Practice

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

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	Primary/Secondary
Academic assessments	<ul style="list-style-type: none"> • Assignment 1: Pre-placement Quiz • Assignment 2: Learning Sequence • Assignment 3: Digital Resource
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 5 lessons • Week 2: Plan and teach a minimum of 10 lessons • Weeks 3-4: Full-time planned teaching • 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, 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 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.
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. • Confirm planning and teaching requirements for weeks 3-4. 	<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.
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 3-4. 	<ul style="list-style-type: none"> • Teach 2-3 planned lessons per day (30% - 50% load). • Assist and provide support in the classroom while the Mentor leads teaching. • Conduct targeted observation of mentor practices.
<u>Interim Report</u>	<ul style="list-style-type: none"> • Mid-placement meeting between the Pre-service Teacher, Mentor and Professional Experience Supervisor. 	
Week 3-4	<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).
<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. 	

Academic Assessments

EPR211 does not require the completion or submission of an assignment linked to in-school placement days. Instead, Pre-service Teachers complete a learning sequence and digital resource aimed at assessing their knowledge of lesson design. The lesson designs must integrate a digital resource that enhances teaching and learning in preparation for the Professional Experience Placement.

Assessment Schedule	
Prior to the placement	<ul style="list-style-type: none">• Assignment 1: Pre-placement Quiz• Submit Assignment 2: Learning Sequence by week 6 of the semester of enrolment• Submit Assignment 3: Digital Resource by week 8 of the semester of enrolment
Week 2	<ul style="list-style-type: none">• Submit Interim Report (End of Week 2)
Week 4	<ul style="list-style-type: none">• Submit Final Report (End of Week 4)