

PPA2360 TEACHING REQUIREMENTS – Semester 2, 2019

This is a guide only and Mentor Teachers are encouraged to use their professional judgement as to how Pre-service Teachers can best support student learning, while developing their own skills. It is appreciated that many events can impact on classroom timetables.

FOUR WEEK BLOCK PRACTICE Recommended Teaching and Planning Schedule		
	INDIVIDUAL PLACEMENT <i>(1 Pre-service Teacher per classroom)</i>	COLLABORATIVE PLACEMENT <i>(2 Pre-service Teachers per classroom)</i>
Week 1	<ul style="list-style-type: none"> Collate information for Situational Analysis. Prepare a Professional Growth Plan focusing on behaviour management strategies and the application of low-key responses. Observe Mentor Teacher. Assist and support Mentor Teacher in the learning program where possible. Plan and teach a minimum of 4 small group or whole class learning experiences 	<ul style="list-style-type: none"> Collate information for Situational Analysis. Prepare a Professional Growth Plan focusing on behaviour management strategies and the application of low-key responses. Observe Mentor Teacher. Assist and support Mentor Teacher in the learning program where possible. Plan and teach a minimum of 4 small group or whole class learning experiences
Week 2	<ul style="list-style-type: none"> Plan, teach and evaluate a minimum of 5 whole-class learning experiences during the week. Assist and support the Mentor Teacher in the learning program where possible. Discuss the Interim Report with the Mentor Teacher and file a copy. Together, set specific personal goals for the remainder of Practicum. 	<ul style="list-style-type: none"> Plan, teach and evaluate a minimum of 5 whole-class learning experiences during the week, including collaborative learning experiences where appropriate. Assist and support the Mentor Teacher in the learning program where possible. Discuss the Interim Report with the Mentor Teacher and file a copy. Together, set specific personal goals for the remainder of Practicum.

<p>Week 3</p>	<ul style="list-style-type: none"> • Plan, teach and evaluate a minimum of 6 whole-class learning experiences during the week. • Include a sequence of two whole-class learning experiences in one learning area, which are linked. These should demonstrate evidence of sequential planning. • Assist and support the Mentor Teacher in the learning program where possible. 	<ul style="list-style-type: none"> • Plan, teach and evaluate a minimum of 6 whole-class learning experiences during the week, including collaborative learning experiences where appropriate. • Include a sequence of two whole-class learning experiences in one learning area, which are linked. These should demonstrate evidence of sequential planning. • Assist and support the Mentor Teacher in the learning program where possible.
<p>Week 4</p>	<ul style="list-style-type: none"> • Plan, teach and evaluate a minimum of 8 learning experiences during the week. • Include a sequence of two whole-class learning experiences in one learning area, which are linked. These should demonstrate evidence of sequential planning. • Assist and support the Mentor Teacher in the learning process where possible. • Discuss Evaluation form with Mentor Teacher and file a copy in Professional Practice File. • Complete a new Professional Growth Plan, identifying areas for development to be addressed on future practicums. 	<ul style="list-style-type: none"> • Plan, teach and evaluate a minimum of 8 learning experiences during the week, including collaborative learning experiences where appropriate. • Include a sequence of two whole-class learning experiences in one learning area, which are linked. These should demonstrate evidence of sequential planning. • Assist and support the Mentor Teacher in the learning process where possible. • Discuss Evaluation form with Mentor Teacher and file a copy in Professional Practice File. • Complete a new Professional Growth Plan, identifying areas for development to be addressed on future practicums.