

ECE6260 GUIDELINES: TEACHING

Graduate Certificate

The final professional experience for the Graduate Certificate Early Childhood is a minimum 15-day placement in a Kindergarten setting and 30 days with school-aged children if not granted RPL. The following information outlines the recommended teaching schedule for:

- Graduate Certificate Teachers [GCT] doing their placement in their own classroom with RPL for school-aged children (Model 1)
- GCT not in their own classroom who has RPL for school-aged children (Model 2)
- GCT not in their own classroom without RPL for school-aged children (Model 3)

MODEL 1

GCT completing professional experience in their own classroom/school who has RPL for school-aged children

3 – 5 Year Olds (KINDERGARTEN - 15 days)	
Week 1 – Week 3	<ul style="list-style-type: none"> • Take full responsibility (100%) for the teaching and learning program. • Planning documents need to be prepared and evaluated for the learning across the whole period of 15 days.
Mentor Teacher	<ul style="list-style-type: none"> • Regular check-ins with the mentor teacher to check documentation. This can take the form of before or after school check-ins, DOTT and year level meetings. • The feedback provided should be a combination of written and verbal. The mentor teacher should observe the GCT teaching the class for a minimum of 15 minutes, at least twice during the 15 days. • Mentor teachers in collaboration with the GCT may slightly vary the information above, based on the context and current procedures and practices.

MODEL 2

For GCT NOT completing professional experience in their own classroom/school who has RPL for school-aged children

The following is a recommended progression of the expected teaching load. Mentor Teachers can vary this schedule to increase the teaching load of the GCT based on the context and in negotiation with the GCT.

3 – 5 Year Olds (KINDERGARTEN - 15 days)	
Week 1	Spend the first 2 days getting to know the context and the children. From day 3 take responsibility for planning, implementing, and evaluating learning experiences for 30% of the teaching and learning program. Observe, participate in, and support children’s learning.
Week 2 Days 6 – 10	Each day take responsibility for planning, implementing, and evaluating learning experiences for 70% of the teaching and learning program. This should include as many subject areas as possible across the week. Participate in the activities of the class, supporting the work of the Mentor Teacher.
Week 3 Days 11 – 15	Progressively increase to 100% of the Mentor Teacher’s normal teaching load. This planning should include sequential activities to ensure the ongoing assessment and adaptation of programs to meet the needs of the children in the class and continue to incorporate all learning areas.

For part-time professional experiences, the teaching schedule should align as closely as possible with this by matching the days outlined.

MODEL 3

For GCT NOT in their own classroom without RPL for school-aged children

The following is a recommended progression of the expected teaching load, following on from the guidelines outlined. Mentor Teachers can vary this schedule to increase the teaching load of the GCT based on the context and in negotiation with the GCT.

3 – 5 Year Olds (KINDERGARTEN - 15 days)	
Week 1	Spend the first 2 days getting to know the context and the children. From day 3 take responsibility for planning, implementing, and evaluating learning experiences for 30% of the teaching and learning program. Observe, participate in, and support children’s learning.
Week 2 Days 6 – 10	Each day take responsibility for planning, implementing, and evaluating learning experiences for 70% of the teaching and learning program. This should include as many subject areas as possible across the week. Participate in the activities of the class, supporting the work of the Mentor Teacher.
Week 3 Days 11 – 15	Progressively increase to 100% of the Mentor Teacher’s normal teaching load. This planning should include sequential activities to ensure the ongoing assessment and adaptation of programs to meet the needs of the children in the class and continue to incorporate all learning areas.
5 – 8 YEAR OLDS (PRE-PRIMARY– YEAR 2 - 30 days)	
Week 4 Days 1 - 5	Spend the first 2 days getting to know the context and the children. From day 3, take responsibility for planning, implementing, and evaluating learning experiences for 25% of the teaching and learning program. Observe, participate in, and support children’s learning.
Week 5 Days 6 –10	Each day take responsibility for planning, implementing, and evaluating learning experiences for 50% of the teaching and learning program. This should include as many subject areas as possible across the week. Participate in the activities of the class, supporting the work of the Mentor Teacher.
Week 6 Days 11-15	Progressively increase to 80% of the Mentor Teacher’s normal teaching load. This planning should include sequential activities to ensure the ongoing assessment and adaptation of programs to meet the needs of the children in the class and continue to incorporate all learning areas.
Week 7 Days 16 - 20	100% responsibility of the Mentor Teacher’s normal teaching load. This planning should include sequential activities to ensure the ongoing assessment and adaptation of programs to meet the needs of the children in the class and continue to incorporate all learning areas.
Week 8 & 9 Days 21 - 30	100% responsibility of the Mentor Teacher’s normal teaching load. This planning should include sequential activities to ensure the ongoing assessment and adaptation of programs to meet the needs of the children in the class and continue to incorporate all learning areas.

For part-time professional experiences, the teaching schedule should align as closely as possible with this by matching the days outlined.