

PPA2360 GUIDELINES FOR TEACHING - Semester 2, 2025

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.

STRUCTURE OF THE PROFESSIONAL EXPERIENCE	
5 Distributed Days Wednesdays	These days are focused primarily on orientation. Pre-service Teachers are required to carry out weekly observations in a classroom. During this time, Pre-service Teachers will actively observe and take a variety of small group and whole class learning experiences.
3 Week Block	By the end of the 3-week block, Pre-service Teachers will have progressed to teaching a range of small group, individual whole-class and whole-class sequential learning experiences with guidance from Mentor Teachers.

DISTRIBUTED DAYS RECOMMENDED TEACHING SCHEDULE		
Day 1	Observation	Participate in individual or small group teaching.
Day 2	Observation	Assist in an activity planned by the MT and work with a small group of students.
Day 3	1-2 small group experiences	Manage 1-2 small group learning experiences, planned in collaboration, and with guidance from the Mentor Teacher
Day 4	1 small group experience 1 whole class learning experience	Write a <i>Learning Experience Plan</i> for one small group learning experience and a short whole class learning experience, then teach and evaluate.
Day 5	2 whole class learning experiences	Write 2 whole class <i>Learning Experience Plans</i> , then teach and evaluate. Discuss the planning requirements for your 3-week Block

THREE WEEK BLOCK PROFESSIONAL EXPERIENCE

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"> 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 the Professional Experience. 	<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 the Professional Experience.
Week 2	<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 3</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 Experience 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 Experience File. • Complete a new Professional Growth Plan, identifying areas for development to be addressed on future practicums.
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