

PPA2360 GUIDELINES FOR TEACHING - Semester 2, 2026

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	- 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.	- 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	- 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.	- 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.

Week 3	• 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.	• 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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