

WPL6335 TEACHING SCHEDULE – SEMESTER 1, 2026

The allocation of teaching time for Pre-service Teachers is carefully devised to allow a gradual increase in the responsibility for the teaching program. This is to ensure there are adequate opportunities for Pre-service Teachers to observe Mentor Teachers modelling best teaching practice. Where appropriate, variations from this schedule may be negotiated with the Pre-service Teacher and the University Supervisor. When Pre-service Teachers are not engaged in teaching lessons, they should support the work in the classroom under the direction of the Mentor Teachers. In weeks 1-3 the Pre-service Teachers will need the support of the Mentor Teacher's planning documents as a basis for some of their teaching. As the Pre-service Teacher assumes a greater proportion of the teaching load, their own forward planning documents will become the basis of the teaching program in 5 learning areas. Pre-service Teachers will include learning experiences in other learning areas with guidance from their Mentor Teacher. The Pre-service Teacher should begin teaching from the 6-week learning area program prepared prior to the commencement of the FTP from Week 1 of the professional experience. Pre-service Teachers are not required to write individual learning experience plans. Daily work pads should include a high level of detail and provide all planning information, resources and curriculum links.

Pre-service teachers should have the opportunity to apply and practise the core content ([addendum-to-accreditation-standards-and-procedures.pdf](#)) during their professional experience placements, as outlined in the Accreditation Standards and Procedures, in particular following rules and routines in the classroom and managing behaviour in the school context.

STRUCTURE of the FTP and RECOMMENDED TEACHING SCHEDULE		
Prior to the commencement of the FTP	5 Planning visits These can include full days or the equivalent in half days Attendance to be negotiated with Mentor Teachers	<ul style="list-style-type: none"> Pre-service Teachers interact with students, collaborate with Mentor Teachers and collate information for on-campus planning tasks. Plan for first weeks of the FTP May teach small group or whole class lessons at the discretion of the Mentor Teacher
Weeks 1-2	By the end of week 2 , students should take responsibility for up to 40% of the Mentor Teacher's load	<ul style="list-style-type: none"> Observe Mentor Teachers Participate in class activities supporting the Mentor Teacher, the teaching program and student learning Commence teaching from the 6-week forward planning document prepared prior to the FTP.
Weeks 3-4	By the end of week 4 , students should take responsibility for up to 70% of the Mentor Teacher's load	<ul style="list-style-type: none"> Observe Mentor Teachers Participate in class activities supporting the Mentor Teacher, the teaching program and student learning From Week 4 teach from forward planning documents in Mathematics, English and 2 others. Continue planning and teaching in other learning areas with Mentor Teacher guidance.
Weeks 5-6	From week 5 , progressively increase teaching load from 80% to 100% of the Mentor Teacher's load	<ul style="list-style-type: none"> Show leadership in class management and activities, implementing the teaching program and directing student learning Teach from forward planning documents in Mathematics, English and 2 others.
DOTT time / Duties	Pre-service Teachers should have the same DOTT allocation as their Mentor Teachers. They are expected to participate in all school activities as members of the school team, including playground duties and staff meetings.	