

ECE6360 GUIDELINES 2026 - TEACHING

The Final Professional Experience (PEx) will lead the Pre-service Teacher (PsT) to function as an autonomous teacher in the Early Learning Centre room. Pre-service Teachers will complete five Distributed Days followed by a seven-week block experience. During the Block Professional Experience Pre-service Teachers:

- Progressively move from using Learning Experience Plans to a Daily Work Pad and Forward Planning Documents.
- In Weeks 1–4 the Pre-service Teacher will need the support of the Mentor Teacher's (MT) planning documents as a basis for 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.
- Progressively increase their teaching load to 100% of a full-time teacher's load during the final weeks
- Participate in the full range of activities normally associated with the role of the Mentor Teacher.
- As the PEx progresses, the Pre-service Teacher should also begin to allocate tasks to the other educators.

STRUCTURE OF THE PROFESSIONAL EXPERIENCE

Distributed Days 5 consecutive Wednesdays (as scheduled on the School of Education calendar)	These days are focused initially on orientation and provide the basis for Pre-service Teachers to prepare the planning documents for the seven-week block practice. During Distributed Days, Pre-service Teachers will also actively observe and take a variety of small group and whole group learning experiences.
7-Week Block Practice	By the end of the PEx, Pre-service Teachers will have progressed to assuming responsibility for 100% of the teaching and learning program in the room, under the guidance of the Mentor Teacher.

EARLY LEARNING CENTRE/COMMUNITY INVOLVEMENT

Pre-service Teachers are expected to participate in the full range of activities normally associated with the role of an Early Learning Teacher. In particular, they should be increasingly involved in the day-to-day duties within their setting and assist Mentor Teachers in all forms of indoor/outdoor supervision and duty. Pre-service Teachers are encouraged to participate in excursions, incursions, sporting and cultural activities and professional development activities where appropriate.

RECOMMENDED TEACHING SCHEDULE Distributed Days

It is most important that Pre-service Teachers are provided with opportunities to observe lessons in all learning areas during the Distributed Days in order to better prepare for their own teaching.

Day 1	No planning required	Observe and support MT in Early Learning Centre Room activities.
Day 2	No planning required	Observe and support MT in Early Learning Centre Room activities. Discuss Early Learning Centre Room context in preparation for Contextual Analysis (Internal).
Day 3	Learning Experience Plans	Observe and support MT in Early Learning Centre Room activities. Plan, teach and evaluate 2 small group learning experiences. Discuss Early Learning Centre Room management with MT.
Day 4	Learning Experience Plans	Observe and support MT in Early Learning Centre Room activities. Plan, teach and evaluate 1 small group learning experience and 1 whole room learning experience. Discuss program development with MT.
Day 5	Learning Experience Plans	Observe and support MT in Early Learning Centre Room activities. Plan, teach and evaluate 2 whole room learning experiences. Discuss forward Planning for Block Professional Experience with MT.

RECOMMENDED TEACHING SCHEDULE Block Professional Experience

The recommended teaching schedule for the Block Professional Experience is intended as a guide only.

Mentor Teachers are encouraged to use their professional judgement and negotiate changes to these requirements where the strengths or weaknesses of the Pre-service Teacher, or the challenge of the room, indicate that this is appropriate. When Pre-service Teachers are not taking responsibility for the learning/teaching program, they should support the Mentor Teachers and Education Assistants in both the indoor and outdoor activities under the direction of Mentor Teachers. It is most important that Pre-service Teachers are provided with opportunities to observe in all aspects of the teaching/learning environment during the first week in order to better prepare for their own teaching.

Week 1	Learning Experience Plans <i>(working from MT's Forward Plans)</i>	- Under the direction of the MT, teach approximately 25% of the MT's normal teaching load. - Assist and support the MT in the learning program.
Week 2	Daily Work Pad <i>(working from MT's Forward Plans)</i>	- Under the direction of the MT, teach up to approximately 40% of the MT's normal teaching load. - Assist and support the MT in the learning program
Week 3	Daily Work Pad <i>(working from MT's Forward Plans)</i>	- Teaching up to approximately 60% of MT's normal teaching load. - Assist and support the MT in the learning program. - Forward Planning Due ready for implementation in Week 4.

Week 4	Daily Work Pad <i>(working from MT's Forward Plans)</i>	• Teaching Approximately up to 80% of MT's normal teaching load. • Assist and support the MT in the learning program. • Forward planning Due ready for implementation in week 5.
Week 5	Daily Work Pad <i>(working from MT's Forward Plans)</i>	• Implement own Forward Planning Documents • Teach up to approximately 100% of MT's normal teaching load. • Assist and support the MT in the learning program.
Week 6	Daily Work Pad <i>(working from MT's Forward Plans)</i>	• Implement own Forward Planning Documents • Teach up to approximately 100% of MT's normal teaching load. • Assist and support the MT in the learning program.
Week 7	Daily Work Pad <i>(working from MT's Forward Plans)</i>	• Implement own Forward Planning Documents • Teach up to approximately 100% of MT's normal teaching load.
Duties Other Than Teaching (DOTT)	Ideally, the Pre-service Teacher should have the same DOTT allocation as the MT and utilise this time to work on their planning in collaboration with the MT. An exception to this may be during Weeks 1-2 where the teaching requirements are not heavy. Pre-service Teachers may have a reduced DOTT (<i>minimum of half the MT's allocation</i>) and be encouraged to visit and observe other Early Learning Centre Room teachers or specialists to broaden their expertise.	