

PPA6150 TEACHING REQUIREMENTS – SEMESTER 1, 2024

During the first Professional Experience, Pre-service Teachers are given the opportunity to work with teachers and their classes, to learn and practice essential teaching skills and critically evaluate and reflect on their own experiences.

The focus of the first Professional Experience is on the Pre-service Teacher's major learning area. Pre-service Teachers are expected to carry out observation in their minor learning area, then progress to participating and teaching in their minor area in the fourth and fifth weeks of Professional Experience. This is to ensure that 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. All learning experiences taught in Weeks 2 – 5 will be supported by the Mentor Teacher's planning documents. Learning Experience/Lesson Plans should include a high level of detail.

| STRUCTURE of the PROFESSIONAL EXPERIENCE and RECOMMENDED TEACHING SCHEDULE | | |
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| | 1 – 2 Planning visits Attendance to be negotiated with Mentor Teachers | Plan for first weeks of the Professional Experience |
| Week 1 | Observation only | <ul style="list-style-type: none"> • Become familiar with school policies and resources. • Observe Mentor Teachers • Make arrangements for observation in Minor teaching area • Visit other areas of the school where appropriate |
| Week 2 | Observe 1 lesson per day in Major or Minor teaching area Participate in 1 lesson per day in Major learning area. Plan, teach and evaluate 1 lesson per day in Major learning area | <ul style="list-style-type: none"> • Observe Mentor Teachers • Participate in class activities supporting the Mentor Teacher, the teaching program and student learning • Teach from Learning Experience/Lesson Plans • Teach from Forward Planning Documents |
| Week 3 | Observe 1 lesson per day in Major or Minor learning area Participate in 1 lesson per day in both Major and Minor learning areas Plan, teach and evaluate 1 lesson per day in Major learning area | <ul style="list-style-type: none"> • Observe Mentor Teachers • Participate in class activities supporting the Mentor Teacher, the teaching program and student learning • Teach from Forward Planning Document/Learning Experience plans • Note: If Pre-service Teacher is unable to work in their Minor area then they should make up the time in their Major area |
| Weeks 4-5 | Participate in 1 lesson per day in either Major or Minor learning areas Plan, teach and evaluate 2 lessons per day in Major learning area and 1 lesson per day in Minor learning area | <ul style="list-style-type: none"> • Observe Mentor Teachers • Participate in class activities supporting the Mentor Teacher, the teaching program and student learning • Teach from Forward Planning Document/Learning Experience plans |

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| 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. Extra-Curricular participation is optional and is to be negotiated between the Pre-service Teacher and Mentor Teacher. |
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