

IPP3260 TEACHING REQUIREMENTS – SEMESTER 2, 2025

Pre-service Teachers (PST) will benefit from mentoring that provides purposeful guidance, encouragement and support in developing their teaching skills as well as the opportunity to demonstrate their particular strengths. Pre-service Teachers also benefit greatly from professional conversations with Mentor Teachers (MT) about teaching practice. They will also work collaboratively with school staff to develop an understanding of the organisation and management of the curriculum in the junior primary context.

It is recommended that Pre-service Teachers have an opportunity to teach across learning areas, contexts and organisational arrangements. However, these opportunities will depend on the classroom teachers' (and school) routines and needs and therefore, the timetable below is a flexible guide only. Pre-service Teachers should undertake all planning prior to each teaching day.

STRUCTURE OF THE PROFESSIONAL EXPERIENCE

Distributed Days 5 Wednesdays	During Distributed Days, Pre-service Teachers will initially focus on orientation, begin compiling their Contextual Analysis and support the Mentor Teacher (MT) in all aspects of the teaching and learning program. They will actively observe and take a variety of small group and whole group learning experiences.
Block Professional Experience 4 weeks	By the final week of the Block professional experience, Pre-service Teachers will have progressed to assuming responsibility for 70% of the teaching and learning program and two full days of teaching under the guidance of the MT.

DISTRIBUTED DAYS RECOMMENDED TEACHING SCHEDULE

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	Observation	Observation and support MT in classroom activities. Begin compiling Contextual Analysis.
Day 2	Observation	Observation and support MT in classroom activities
Day 3	2 small group learning experiences	Observation, plan teach and evaluate 2 small group learning experiences. Planned in collaboration, and with guidance from the MT.
Day 4	1 whole class learning experience 1 small group learning experience	Observation, plan, teach and evaluate 1 small group learning experience and 1 whole class learning experience (specific aspect of the Learning Area rather than block of teaching- short and discrete in timeframe). Planned in collaboration, and with guidance from the MT.
Day 5	2 whole class learning experiences	Observation, plan, teach and evaluate 2 whole class learning experiences (specific aspects of a Learning Area rather than block of teaching). Planned in collaboration, and with guidance from the MT. Final day to collect data for Contextual Analysis. Discuss planning requirements for the 4-week Block professional experience with MT.

BLOCK RECOMMENDED TEACHING SCHEDULE

Week 1 2 whole class learning experiences per day	- Participate in class activities, supporting the Mentor Teacher in all aspects of their work - Interact with students; observe and support their learning - Discuss planning requirements with Mentor Teacher – direction and support with Forward Planning document to implement weeks 3 and 4 - Plan, teach and assess two whole class learning experiences each day (specific lessons rather than blocks of Learning Area teaching) - Document evaluation of student learning and reflect on own performance.
Week 2 2 whole class learning experiences per day working towards 2 half days of teaching	- Plan, teach and evaluate two whole class learning experiences per day including sequential learning experiences. - Work towards 2 half days of teaching in the week incorporating the 2 learning experiences. - Document evaluation of student learning and reflect on own performance. <i>DWP may commence in Week 2 ONLY if Mentor Teacher and University Supervisor agree</i>
Week 3 50% of the MT's teaching load and one full day	- Continue to be involved in all aspects of the program assisting and collaborating with Mentor Teacher - Plan, teach and evaluate learning experiences daily. This should include teaching from week one of their own Forward Planning in English as well as learning experiences planned in other learning areas. - Teaching responsibilities should equate to approximately 50% of the Mentor Teacher's teaching load working towards the responsibility for managing one full day. - Required use of a Daily Work Pad format using the template provided by ECU. - Document evaluation of student learning and reflect on own performance.
Week 4 70% of the Mentor Teacher's teaching load and two full days of teaching	- Continue to be involved in all aspects of the program assisting and collaborating with Mentor Teacher - Plan, teach and evaluate learning experiences daily. This should include teaching from week two of their own Forward Planning in English as well as learning experiences planned in other learning areas. - Teaching responsibilities should equate to approximately 70% of the Mentor Teacher's teaching load working towards the responsibility for managing two full days. - Required use of a Daily Work Pad format using the template provided by ECU. - Document evaluation of student learning and reflect on own performance

DUTIES OTHER THAN TEACHING (DOTT) The Pre-service Teacher should have the same DOTT allocation as the Mentor Teacher and utilise this time to work on their planning in collaboration with the Mentor Teacher.

SCHOOL/COMMUNITY INVOLVEMENT

Pre-service Teachers are expected to participate in the full range of activities normally associated with the role of a 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 duty. Pre-service Teachers are encouraged to participate in excursions, incursions, sporting and cultural activities and professional development activities where appropriate.