

## IPP4350 TEACHING REQUIREMENTS – SEMESTER 1, 2026

The allocation of teaching time for Assistant 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 Assistant Teachers to observe Mentor Teachers modelling best teaching practice. Where appropriate, variations from this schedule may be negotiated with the Assistant Teacher and the University Supervisor (US). When Assistant Teachers are not engaged in teaching experiences, they should support the work in the classroom under the direction of the Mentor Teachers. In weeks 1–4 the Assistant Teacher will need the support of the Mentor Teacher's planning documents as a basis for some of their teaching. As the Assistant Teacher assumes a greater proportion of the teaching load, their own Forward Planning documents will become the basis of the teaching program. The Daily Work Pad should include a high level of detail in the planning of learning experiences.

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 ATP and RECOMMENDED TEACHING SCHEDULE

Term 1, 2026	5 Planning visits Can be full or half days to total 5 full days Attendance to be negotiated with Mentor Teachers	<ul style="list-style-type: none"> <li>Assistant Teachers interact with children, collaborate with Mentor Teachers and collate information for on-campus planning tasks.</li> <li>Complete a School Based Attendance log to be signed by the Mentor Teacher</li> <li>Plan for the first weeks of the ATP</li> <li>May teach small group or whole class learning experiences at the discretion of the Mentor Teacher.</li> </ul>
Term 2, 2026 Week 1	Plan, implement and evaluate minimum of five (5) learning experiences	<ul style="list-style-type: none"> <li>Observe Mentor Teacher</li> <li>Participate in class activities supporting the Mentor Teacher, the teaching program and student learning</li> <li>Visit other areas of the school where appropriate.</li> </ul>
Weeks 2 - 3	By the <b>end of week 3</b> students take responsibility for up to 40% of the Mentor Teacher's load	<ul style="list-style-type: none"> <li>Observe Mentor Teacher.</li> <li>Participate in class activities supporting the Mentor Teacher, the teaching program and student learning.</li> </ul>
Weeks 4-5  Week 5 Teach from own Forward Planning docs	By the <b>end of week 5</b> students take responsibility for up to 70% of the Mentor Teacher's load.	<ul style="list-style-type: none"> <li>Observe Mentor Teacher</li> <li>Participate in class activities supporting the Mentor Teacher, the teaching program and student learning</li> <li>From Week 5 - Teach from own Forward Planning documents in Mathematics, English and Integrated (<u>or other learning area if required due to school context</u>) Learning Plans.</li> </ul>
Weeks 6-8	<b>From week 6</b> progressively increase from 80% to 100% of the Mentor Teacher's load	<ul style="list-style-type: none"> <li>Show leadership in class management and activities, implementing the teaching program and directing student learning</li> <li>Teach from own Forward Planning documents in Mathematics, English and Integrated (<u>or other learning area if required due to school context</u>) Learning Plans.</li> </ul>
DOTT time / Duties	Assistant 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.	