

ECE6160 GUIDELINES 2026 - TEACHING

The Final Professional Experience (FPEX) will lead the Student to function as an autonomous teacher in the classroom. Students will complete five Distributed Days followed by a six-week block experience.

During the Block Professional Experience Students:

- Progressively move from using Learning Experience Plans to a Daily Work Pad and Forward Planning Documents.
- In Weeks 1–3 the Student will need the support of the Mentor Teacher's planning documents as a basis for their teaching. As the Student 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 (MT).
- As the FPEX progresses, the Student should also begin to allocate tasks to the Education Assistant.

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 Students to prepare the planning documents for the Six-week block practice. During Distributed Days, Students will also actively observe and take a variety of small group and whole group learning experiences.
6 Week Block Practice	By the end of the FPEX, Students will have progressed to assuming responsibility for 100% of the teaching and learning program in the classroom, under the guidance of the Mentor Teacher.

SCHOOL/COMMUNITY INVOLVEMENT

Students 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 indoor/outdoor supervision and duty. Students 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 Students 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 classroom activities.
Day 2	No planning required	Observe and support MT in classroom activities. Discuss classroom context in preparation for Contextual Analysis (Internal).
Day 3	Learning Experience Plans	Observe and support MT in classroom activities. Plan, teach and evaluate 2 small group learning experiences. Discuss classroom management with MT.
Day 4	Learning Experience Plans	Observe and support MT in classroom activities. Plan, teach and evaluate 1 small group learning experience and 1 whole class learning experience. Discuss program development with MT.
Day 5	Learning Experience Plans	Observe and support MT in classroom activities. Plan, teach and evaluate 2 whole class 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 Student, or the challenge of the class, indicate that this is appropriate. When Students 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 Students 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	Daily Work Pad (working from MT's Forward Plans)	<ul style="list-style-type: none"> 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 (working from MT's Forward Plans)	<ul style="list-style-type: none"> Under the direction of the MT, teach approximately up to 40% of the MT's normal teaching load. Assist and support the MT in the learning program
Week 3	Daily Work Pad (working from MT's Forward Plans)	<ul style="list-style-type: none"> Teaching approximately up to 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 (working from own Forward Plans and MT's planning in other learning areas)	<ul style="list-style-type: none"> Implement own Forward Planning Documents Teach approximately up to 80% of MT's normal teaching load. Assist and support the MT in the learning program.
Week 5	Daily Work Pad (working from own Forward Plans and MT's planning in other Learning Areas)	<ul style="list-style-type: none"> Teaching up to 100% of the MT's normal teaching load.
Week 6	Daily Work Pad (working from own Forward Plans and MT's planning in other Learning Areas)	<ul style="list-style-type: none"> Teaching 100% of the MT's normal teaching load.
Duties Other Than Teaching (DOTT)	Ideally, the Student 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. Students may have a reduced DOTT (<i>minimum of half the MT's allocation</i>) and be encouraged to visit and observe other classroom teachers or specialists to broaden their expertise.	

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.